

**Grades K-8**

**Social Studies Curriculum  
Framework**

**Revised 2006**  
**Amended November 2007**

## Social Studies Curriculum Framework

Strands	Content Standard
<b>Geography</b>	
1. Physical and Spatial	Students shall develop an understanding of the physical and spatial characteristics and applications of geography.
2. Culture and Diversity	Students shall develop an understanding of how <i>cultures</i> around the world develop and change.
3. Interaction of People and the Environment	Students shall develop an understanding of the interactions between people and their environment.
<b>Civics</b>	
4. Government	Students shall develop an understanding of the forms and roles of government.
5. Citizenship	Students shall develop an understanding of the rights and responsibilities of citizens.
<b>History</b>	
6. History	Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.
<b>Economics</b>	
7. Choices	Students shall analyze the costs and benefits of making economic choices.
8. Resources	Students shall evaluate the use and allocation of <i>human, natural, and capital resources</i> .
9. Markets	Students shall analyze the exchange of <i>goods</i> and <i>services</i> and the roles of governments, businesses, and individuals in the <i>market</i> place.

\*Each grade level continues to address earlier Student Learner Expectations as needed and as they apply to more difficult text.



This icon indicates Student Learning Expectations that focus on topics in grades K-6 which relate to Arkansas and may be used to fulfill the requirements of the Arkansas History unit for grades K-6 as defined in Act 787 of 1997. This framework does not meet the 7-12 Arkansas History requirement as defined in Act 787 of 1997. Refer to the Arkansas History Curriculum Framework written for the course in grades 7-8 or the Arkansas History Curriculum Framework for the course in grades 9-12 to fulfill the one semester Arkansas History requirement as defined in Act 787 of 1997.

Strand: Geography

Standard 1: Physical and Spatial

Students shall develop an understanding of the physical and spatial characteristics and applications of geography.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Location, Place, and Region	<p>G.1.K.1 Identify home address</p> <p>G.1.K.2 Identify the school attended and the city in which the school is located</p> <p>G.1.K.3 Identify the state of Arkansas on a map of the United States</p>	<p>G.1.1.1 Identify and locate student's town/city on an appropriate map</p> <p>G.1.1.2 Locate Arkansas on a United States map</p>	<p>G.1.2.1 Define <i>relative location</i></p> <p>G.1.2.2 Locate the county in which the student lives on an Arkansas map</p> <p>G.1.2.3 Locate the capital of Arkansas</p>	<p>G.1.3.1 Define <i>absolute location</i></p> <p>G.1.3.2 Name and locate the states that border Arkansas</p> <p>G.1.3.3 Discuss the characteristics that define a <i>region</i>:</p> <ul style="list-style-type: none"> <li>• takes up area</li> <li>• has boundaries</li> <li>• has special features</li> </ul>	<p>G.1.4.1 Discuss the difference between <i>relative</i> and <i>absolute location</i></p> <p>G.1.4.2 Locate and describe physical characteristics of the six natural <i>regions</i> of Arkansas:</p> <ul style="list-style-type: none"> <li>• Arkansas River Valley</li> <li>• Crowley's Ridge</li> <li>• Mississippi Alluvial Plain</li> <li>• Ozark Mountains (plateau)</li> <li>• West Gulf Coastal Plain</li> <li>• Ouachita Mountains</li> </ul>

Strand: Geography

Standard 1: Physical and Spatial

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THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Location, Place, and Region	G.1.K.4 Recognize the United States on a world map or globe	G.1.1.3 Identify and locate the United States on a world map or globe  G.1.1.4 Identify the North and South Poles and the <i>Equator</i> on a map or globe	G.1.2.4 Identify and locate countries bordering the United States  G.1.2.5 Locate and define the North and South Poles and the <i>Equator</i> on a map of globe	G.1.3.4 Identify on which continent and in which <i>hemispheres</i> the United States is located  G.1.3.5 Identify the following using a globe or a map: <ul style="list-style-type: none"> <li>• <i>Equator</i></li> <li>• <i>Prime Meridian</i></li> <li>• North Pole</li> <li>• South Pole</li> </ul> G.1.3.6 Divide the earth into the four <i>hemispheres</i> using a map or globe: <ul style="list-style-type: none"> <li>• northern</li> <li>• southern</li> <li>• eastern</li> <li>• western</li> </ul>	G.1.4.3 Locate each of the five <i>regions</i> of the United States and describe each <i>region's</i> major physical features: <ul style="list-style-type: none"> <li>• Northeast</li> <li>• Southeast</li> <li>• Midwest</li> <li>• Southwest</li> <li>• West</li> </ul> G.1.4.4 Determine <i>absolute locations (latitude and longitude)</i> of <i>places</i> studied using a grid map  G.1.4.5 Locate several countries in each of the four <i>hemispheres</i>

Strand: Geography

Standard 1: Physical and Spatial

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Location, Place, and Region	G.1.K.5 Identify land on maps and globes	G.1.1.5 Recognize that there are seven major continents	G.1.2.6 Locate the seven continents using a map or globe	G.1.3.7 Identify the seven continents	G.1.4.6 Explain the difference between a continent and a country
	G.1.K.6 Identify water on maps and globes	G.1.1.6 Recognize that there are four major oceans in the world	G.1.2.7 Name and locate the four major oceans	G.1.3.8 Locate mountain ranges in Arkansas: <ul style="list-style-type: none"> <li>• Ozark</li> <li>• Ouachita</li> </ul>	G.1.4.7 Locate major mountain ranges in the United States: <ul style="list-style-type: none"> <li>• Appalachian</li> <li>• Rocky</li> </ul> G.1.4.8 Locate major mountain ranges in the world: <ul style="list-style-type: none"> <li>• Andes</li> <li>• Alps</li> <li>• Himalayas</li> <li>• Rocky</li> </ul> G.1.4.9 Locate major rivers in the United States: <ul style="list-style-type: none"> <li>• Mississippi</li> <li>• Ohio</li> <li>• Arkansas</li> <li>• Hudson</li> <li>• Missouri</li> <li>• Colorado</li> </ul>

Strand: Geography

Standard 1: Physical and Spatial

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Location, Place, and Region	G.1.K.7 Identify different types of weather	G.1.1.7 Explain how <i>climate</i> , location, and physical surroundings affect the way people live (e.g., food, clothing, shelter, transportation, recreation)	G.1.2.8 Describe how <i>climate</i> changes with the seasons	G.1.3.10 Describe how seasonal weather changes affect the environment	G.1.4.10 Locate major rivers in the world: <ul style="list-style-type: none"> <li>• Nile</li> <li>• Amazon</li> <li>• Mississippi</li> <li>• Yangtze</li> <li>• Ganges</li> <li>• Volga</li> <li>• Rhine</li> </ul> G.1.4.11 Explore weather changes in various <i>regions</i>

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Map and Globe Skills	<p>G.1.K.8 Recognize the difference between maps and globes</p> <p>G.1.K.9 Recognize that maps and globes represent models of the Earth</p> <p>G.1.K.10 Use words related to location, direction, and distance:</p> <ul style="list-style-type: none"> <li>• here/there</li> <li>• near/far</li> <li>• over/under</li> <li>• left/right</li> <li>• up/down</li> <li>• top/bottom</li> <li>• between</li> </ul>	<p>G.1.1.8 Understand how and why maps and globes are used</p> <p>G.1.1.9 Recognize that pictorial symbols on a map represent real objects</p> <p>G.1.1.10 Show a relationship between <i>places</i> using directional words (e.g., school, home, community)</p>	<p>G.1.2.9 Distinguish between different types of maps:</p> <ul style="list-style-type: none"> <li>• <i>physical</i></li> <li>• <i>political</i></li> <li>• <i>historical</i></li> </ul> <p>G.1.2.10 Understand the purpose of map components:</p> <ul style="list-style-type: none"> <li>• title</li> <li>• <i>compass rose</i></li> <li>• <i>legend/key</i></li> <li>• <i>map scale</i></li> </ul>	<p>G.1.3.11 Explain the purpose of a <i>physical map</i></p> <p>G.1.3.12 Utilize the map <i>legend/key</i> to interpret <i>physical maps</i></p>	<p>G.1.4.12 Explain the purpose of <i>historical</i> and <i>political maps</i></p> <p>G.1.4.13 Utilize the map <i>legend/key</i> to interpret <i>historical</i> and <i>political maps</i></p>

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Map and Globe Skills	<p>G.1.K.11 Illustrate a map of a familiar <i>place</i> (e.g. bedroom, playground, school)</p>	<p>G.1.1.11 Name and label the <i>cardinal directions</i> on a map:</p> <ul style="list-style-type: none"> <li>• north</li> <li>• south</li> <li>• east</li> <li>• west</li> </ul> <p>G.1.1.12 Recognize physical features of maps and globes:</p> <ul style="list-style-type: none"> <li>• rivers</li> <li>• lakes</li> <li>• oceans</li> <li>• mountains</li> <li>• islands</li> <li>• desert</li> <li>• coast</li> </ul> <p>(e.g., use pictures, visual aids, stories)</p> <p>G.1.1.13 Illustrate and label a map of a familiar <i>place</i></p>	<p>G.1.2.11 Describe the <i>relative locations</i> of <i>places</i> using <i>cardinal directions</i> (e.g., Arkansas is south of Missouri)</p> <p>G.1.2.12 Identify and locate physical features on maps and globes:</p> <ul style="list-style-type: none"> <li>• rivers</li> <li>• lakes</li> <li>• oceans</li> <li>• mountains</li> <li>• islands</li> <li>• desert</li> <li>• coast</li> </ul> <p>G.1.2.13 Construct maps of a familiar <i>place</i> (e.g. classroom, bedroom, fictional <i>place</i>) that includes the following:</p> <ul style="list-style-type: none"> <li>• title</li> <li>• <i>compass rose</i></li> <li>• <i>legend/key</i></li> </ul>	<p>G.1.3.13 Locate <i>places</i> on contemporary maps using <i>cardinal</i> and <i>intermediate directions</i>, <i>map scales</i>, <i>legends</i>, and titles</p> <p>G.1.3.14 Label physical features on maps and globes:</p> <ul style="list-style-type: none"> <li>• rivers</li> <li>• lakes</li> <li>• oceans</li> <li>• mountains</li> <li>• islands</li> <li>• desert</li> <li>• coast</li> <li>• <i>peninsula</i></li> <li>• plain</li> <li>• <i>plateau</i></li> </ul> <p>G.1.3.15 Create a <i>physical map</i> that includes the following:</p> <ul style="list-style-type: none"> <li>• title</li> <li>• <i>compass rose</i></li> <li>• <i>legend/key</i></li> </ul>	<p>G.1.4.14 Interpret a map using <i>cardinal</i> and <i>intermediate directions</i>, <i>map scales</i>, <i>legends</i>, and titles to locate <i>places</i> on contemporary maps</p> <p>G.1.4.15 Identify and label <i>political map</i> features:</p> <ul style="list-style-type: none"> <li>• boundaries</li> <li>• capitols</li> <li>• cities</li> </ul> <p>G.1.4.16 Create a <i>political map</i> that includes the following:</p> <ul style="list-style-type: none"> <li>• title</li> <li>• <i>compass rose</i></li> <li>• <i>legend/key</i></li> </ul>



Strand: Geography

Standard 2: Culture and Diversity

Students shall develop an understanding of how *cultures* around the world develop and change.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Culture and Diversity	<p>G.2.K.1 Discuss similarities and differences in families</p> <p>G.2.K.2 Discuss the location of a community and the ways that location affects the people of a community</p>	<p>G.2.1.1 Discuss elements of <i>culture</i> (e.g., food, clothing, housing, language, sports/ recreation, customs, traditions, art, music, religion)</p> <p>G.2.1.2 Explain ways in which the location of a community affects people's lives, dress, and occupation</p> <p>G.2.1.3 Explain the difference between <i>rural</i> and <i>urban</i> areas</p>	<p>G.2.2.1 Compare customs of another <i>culture</i> to one's own</p> <p>G.2.2.2 Compare the lifestyle, dress, and occupations of Arkansans to those of people in other parts of the world</p> <p>G.2.2.3 Compare and contrast how people in <i>rural</i> and <i>urban</i> areas live and work</p>	<p>G.2.3.1 Discuss several customs in the United States and tell how they originated (e.g., greetings, fireworks, parades)</p> <p>G.2.3.2 Identify <i>cultural</i> traits of <i>ethnic</i> groups that live in Arkansas</p> <p>G.2.3.3 Identify reasons people live in <i>rural</i>, <i>urban</i>, and <i>suburban</i> areas</p> <p>G.2.3.4 Compare and contrast the human characteristics of early settlements and contemporary communities in Arkansas</p>	<p>G.2.4.1 Research elements of <i>culture</i> in a community, state, or nation (e.g., food, clothing, housing, language, sports/ recreation, customs, traditions, art, music, religion)</p> <p>G.2.4.2 Describe the <i>cultural</i> characteristics of diverse populations in the United States</p> <p>G.2.4.3 Discuss the advantages and disadvantages of life in a <i>suburban</i> area</p> <p>G.2.4.4 Compare and contrast the human characteristics of early settlements and contemporary communities in the five <i>regions</i> of the United States</p>

Strand: Geography

Standard 3: Interaction of People and the Environment

Students shall develop an understanding of the interactions between people and their environment.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Movement	G.3.K.1 Identify different types of transportation	G.3.1.1 Recognize reasons people need various types of transportation	G.3.2.1 Identify the various types of transportation and communication links between communities	G.3.3.1 Discuss different types of transportation and communication links between communities  G.3.3.2 Describe human settlements (e.g., cities, towns, communities, villages)	G.3.4.1 Examine different types of transportation and communication links between communities in Arkansas  G.3.4.2 Discuss the reasons for human settlement patterns (e.g., jobs, <i>climate</i> , family)  G.3.4.3 Explain how communities share ideas and information with each other

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Standard 3: Interaction of People and the Environment

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THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Human Environment Interaction	<p>G.3.K.2 Recognize the importance of protecting the air, water, and land</p> <p>G.3.K.3 Define physical environment</p>	<p>G.3.1.2 Identify ways to take personal action to protect the environment (e.g., cleaning up litter, recycling, Earth Day, Arbor Day)</p> <p>G.3.1.3 Identify ways in which people depend on the physical environment</p>	<p>G.3.2.2 Explore the roles of responsible citizens in preserving the environment:</p> <ul style="list-style-type: none"> <li>• recycling</li> <li>• planting trees</li> <li>• conserving energy</li> </ul> <p>G.3.2.3 Examine ways in which people affect the physical environment</p>	<p>G.3.3.3 Describe how people affect and alter their environment (e.g., farming, building dams, environmental lighting, irrigation, pit mining)</p> <p>G.3.3.4 Discuss ways in which the school and community can improve the physical environment by practicing conservation</p>	<p>G.3.4.4 Explain how people are influenced by, adapt to, and alter the environment (e.g., agriculture, housing, occupation, industry, transportation, communication, acid rain, global warming, ozone depletion)</p> <p>G.3.4.5 Describe the social impact of extreme natural events on human and physical environments (e.g., fires, volcanoes, earthquakes, floods, hurricanes, tornados, tsunamis)</p> <p>G.3.4.6 Research ways in which the school and community can improve the physical environment by practicing conservation</p>

Strand: Civics

Standard 4: Government

Students shall develop an understanding of the forms and roles of government.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Forms and Roles of Government	<p>C.4.K.1 Recognize the need for rules and the consequences of violating rules</p> <p>C.4.K.2 Identify people in the family and school who hold positions of authority</p> <p>C.4.K.3 Identify the name and picture of the current president of the United States and current governor of Arkansas</p>	<p>C.4.1.1 Understand that government is an organized form of rules and procedures</p> <p>C.4.1.2 Explain the importance of government in the classroom and school</p> <p>C.4.1.3 Discuss the roles of people in families and schools who hold positions of authority</p> <p>C.4.1.4 Discuss the basic role of the current president of the United States and current governor of Arkansas</p>	<p>C.4.2.1 Explain the basic purposes of government at the local level</p> <p>C.4.2.2 Identify various people and groups who make, apply, and enforce rules and laws for others</p> <p>C.4.2.3 Identify local government officials (e.g., mayor, city manager, county judge, sheriff)</p>	<p>C.4.3.1 Discuss why government is necessary at the local level</p> <p>C.4.3.2 Describe responsibilities and <i>services</i> of local government (e.g., law enforcement, fire protection, public parks, public schools, roads)</p>	<p>C.4.4.1 Compare and contrast the purpose and function of government at the local, state, and federal levels</p> <p>C.4.4.2 Compare responsibilities of local, state, and federal government officials</p>

Strand: Civics

Standard 4: Government

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Forms and Roles of Government			C.4.2.4 Define democracy	<p>C.4.3.3 Identify the three levels of government:</p> <ul style="list-style-type: none"> <li>• local</li> <li>• state</li> <li>• federal</li> </ul> <p>C.4.3.4 Identify the fundamental ideals of democracy (e.g., human rights, justice, common good, equal opportunity)</p>	<p>C.4.4.3 Identify the three branches of government:</p> <ul style="list-style-type: none"> <li>• executive</li> <li>• legislative</li> <li>• judicial</li> </ul> <p>C.4.4.4 Describe how United States citizens apply fundamental principles of democracy (e.g., people rule themselves, power of government limited by law, people exercise their authority directly through voting and indirectly through elected officials)</p> <p>C.4.4.5 Recognize that there are different forms of government throughout the world</p>

Strand: Civics

Standard 5: Citizenship

Students shall develop an understanding of the rights and responsibilities of citizens.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Roots of Democracy	<p>C.5.K.1 Recognize national symbols that represent American democracy:</p> <ul style="list-style-type: none"> <li>• American flag</li> <li>• Bald Eagle</li> <li>• Statue of Liberty</li> <li>• White House</li> <li>• United States Constitution</li> </ul>	<p>C.5.1.1 Identify and discuss national symbols that represent American democracy:</p> <ul style="list-style-type: none"> <li>• American flag</li> <li>• Bald Eagle</li> <li>• Statue of Liberty</li> <li>• White House</li> <li>• United States Constitution</li> </ul>	<p>C.5.2.1 Understand the significance of national symbols (e.g., National Anthem, Liberty Bell, Pledge of Allegiance, American Flag, Statue of Liberty, United States Constitution)</p>	<p>C.5.3.1 Examine the significance of national symbols and the role they play in fostering effective citizenship (e.g., National Anthem, Liberty Bell, Pledge of Allegiance, American Flag, Statue of Liberty, United States Constitution)</p>	<p>C.5.4.1 Identify and explain the role of the Founding Fathers in writing the founding documents:</p> <ul style="list-style-type: none"> <li>• Benjamin Franklin</li> <li>• John Hancock</li> <li>• Thomas Jefferson</li> <li>• James Madison</li> <li>• George Washington</li> </ul> <p>C.5.4.2 Identify and explain the purpose of the founding documents:</p> <ul style="list-style-type: none"> <li>• Declaration of Independence</li> <li>• Articles of Confederation</li> <li>• United States Constitution</li> </ul> <p>C.5.4.3 Examine the meaning of the Pledge of Allegiance</p>

Strand: Civics

Standard 5: Citizenship

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Rights and Responsibilities of Citizens	C.5.K.2 Discuss the rights and responsibilities of being a good citizen (e.g., respect others, cooperate, share)	C.5.1.2 Demonstrate the rights and responsibilities of being a good citizen (e.g., politeness, reliability, fairness, honesty, patriotism)	C.5.2.2 Examine the rights and responsibilities that citizens have in a community (e.g., obey laws, voting in elections)	C.5.3.2 Describe how citizens contribute to the improvement of a community (e.g., service projects, volunteerism)	C.5.4.4 Examine characteristics needed for active citizenship
	C.5.K.3 Identify voting procedures by participating in a classroom voting process (e.g., which book to read, what game to play)	C.5.1.3 Discuss the voting process as it relates to an election	C.5.2.3 Explain the voter's role in the democratic process	C.5.3.3 Describe the election process	C.5.4.5 Analyze components of the election process: <ul style="list-style-type: none"> <li>• candidacy</li> <li>• primary</li> <li>• general</li> </ul>
	C.5.K.4 Identify the appropriate procedures for the daily recitation of the Pledge of Allegiance: <ul style="list-style-type: none"> <li>• standing up straight</li> <li>• placing the right hand over heart</li> <li>• removing hats</li> <li>• observing location of the flag</li> </ul>	C.5.1.4 Demonstrate the appropriate procedures for reciting the Pledge of Allegiance: <ul style="list-style-type: none"> <li>• standing up straight</li> <li>• placing the right hand over heart</li> <li>• removing hats</li> <li>• observing location of the flag</li> </ul>	C.5.2.4 Identify rules of etiquette for the American flag	C.5.3.4 Discuss the proper etiquette for the American flag	C.5.4.6 Demonstrate the proper flag etiquette for the American flag

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Regionalism/ Nationalism	<p>H.6.K.1 Recognize celebrations and holidays as a way of remembering and honoring events and people of the past:</p> <ul style="list-style-type: none"> <li>• Labor Day</li> <li>• Veteran's Day</li> <li>• Thanksgiving</li> <li>• Columbus Day</li> <li>• Martin Luther King, Jr. Day</li> <li>• President's Day</li> <li>• Independence Day</li> <li>• Memorial Day</li> </ul>	<p>H.6.1.1 Identify people and events observed in national celebrations and holidays:</p> <ul style="list-style-type: none"> <li>• Labor Day</li> <li>• Veteran's Day</li> <li>• Thanksgiving</li> <li>• Columbus Day</li> <li>• Martin Luther King, Jr. Day</li> <li>• President's Day</li> <li>• Independence Day</li> <li>• Constitution Day</li> </ul>	<p>H.6.2.1 Explain the purpose in celebrating national holidays:</p> <ul style="list-style-type: none"> <li>• Labor Day</li> <li>• Veteran's Day</li> <li>• Thanksgiving</li> <li>• Columbus Day</li> <li>• Martin Luther King, Jr. Day</li> <li>• President's Day</li> <li>• Independence Day</li> <li>• Constitution Day</li> </ul>	<p>H.6.3.1 Research the history of the Arkansas state flag</p> <p>■</p>	<p>H.6.4.1 Discuss the meaning of the state motto of Arkansas</p> <p>■</p> <p>H.6.4.2 Examine the history of the State Seal of Arkansas and its components</p> <p>■</p>
	<p>H.6.K.2 Identify state symbols of Arkansas:</p> <ul style="list-style-type: none"> <li>• flag</li> <li>• tree</li> <li>• insect</li> <li>• beverage</li> </ul> <p>■</p>	<p>H.6.1.2 Identify state symbols of Arkansas:</p> <ul style="list-style-type: none"> <li>• flower</li> <li>• bird</li> <li>• fruit/vegetable</li> <li>• folk dance</li> <li>• instrument</li> </ul> <p>■</p>	<p>H.6.2.2 Identify state symbols of Arkansas:</p> <ul style="list-style-type: none"> <li>• gem</li> <li>• mineral</li> <li>• rock</li> <li>• mammal</li> <li>• anthem</li> </ul> <p>■</p>		



Strand: History

Standard 6: History

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THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Regionalism and Nationalism	H.6.K.3 Identify famous Arkansans ■	H.6.1.3 Identify historical sites of Arkansas (e.g., Old Washington, Arkansas Post) ■	H.6.2.3 Discuss historical people of Arkansas (e.g., Bill Clinton, Daisy Bates, Sequoyah) ■	H.6.3.2 Examine historical people and events of Arkansas (e.g., Maya Angelou, Civil War, civil rights movement) ■	H.6.4.3 Examine historical settlements in Arkansas: <ul style="list-style-type: none"><li>• Arkansas Post</li><li>• Old Washington</li><li>• Fort Smith</li></ul> ■

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Conflict and Consensus			H.6.2.4 Define conflict	<p>H.6.3.3 Discuss that conflicts between countries can lead to war</p> <p>H.6.3.4 Discuss the meaning of revolution</p> <p>H.6.3.5 Discuss the meaning of civil war</p>	<p>H.6.4.4 Name the major causes of the American Revolutionary War:</p> <ul style="list-style-type: none"> <li>• taxation</li> <li>• distance</li> <li>• lack of communication</li> </ul> <p>H.6.4.5 Identify George Washington as the lead general in the Revolutionary War</p> <p>H.6.4.6 Identify events that led to Arkansas' involvement in the Civil War:</p> <ul style="list-style-type: none"> <li>• excise taxes</li> <li>• state's rights</li> <li>• slavery</li> </ul>

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Conflict and Consensus				<p>H.6.3.6 Recognize individuals who contributed to the common good of society (e.g., Rosa Parks, Susan B. Anthony, César Chávez)</p>	<p>H.6.4.7 Identify major historical events that occurred during the 20<sup>th</sup> century (e.g., World War I, Great Depression, World War II, space exploration, civil rights)</p> <p>H.6.4.8 Discuss how differences between people lead to conflict (e.g., social, political, economic)</p>

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Continuity and Change	H.6.K.4 Discuss how things change over time using chronological terms: <ul style="list-style-type: none"> <li>• before/after</li> <li>• first/next/last</li> <li>• now/long ago</li> <li>• yesterday/today/tomorrow</li> </ul>	H.6.1.4 Recognize time equivalency using chronological terms: <ul style="list-style-type: none"> <li>• yesterday/past</li> <li>• today/present</li> <li>• tomorrow/future</li> </ul>			
	H.6.K.5 Identify events that take place in sequential order (e.g., family photos, pictures from magazines)	H.6.1.5 Determine the sequential order of events on a <i>timeline</i> (e.g., school events, holidays, birthday, historical events)	H.6.2.5 Determine the data to be included on a personal <i>timeline</i>	H.6.3.7 Analyze a <i>timeline</i> that illustrates selected historical events	H.6.4.9 Evaluate data presented on a <i>timeline</i> of Arkansas history ■
	H.6.K.6 Discuss how historical events relate to the present day (e.g., stories of George Washington Carver, Wright Brothers)	H.6.1.6 Explore people and events from the past using <i>primary</i> and <i>secondary sources</i> (e.g., photos, <i>artifacts</i> , maps)	H.6.2.6 Determine how photos and documents are used to gather information about the past  H.6.2.7 Define technology and list examples	H.6.3.8 Compare <i>artifacts</i> from events in various periods of history  H.6.3.9 Identify ways in which technology has changed the world (e.g., computers, fax machines, cell phones)	H.6.4.10 Examine <i>artifacts</i> relating to events in Arkansas history ■  H.6.4.11 Discuss advances in technology (e.g., communications, space travel, medical)

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Continuity and Change	H.6.K.7 Recognize that family activities have changed over time	H.6.1.7 Discuss daily life in the past and present	H.6.2.8 Describe the ways in which communities have changed over time	H.6.3.10 Examine land development and its impact on a community	H.6.4.12 Analyze changes in Arkansas from past to present
	H.6.K.8 Understand that Pilgrims came to America from another part of the world	H.6.1.8 Recognize that the Pilgrims came to America on the Mayflower and arrived at Plymouth Rock	H.6.2.9 Identify reasons Pilgrims came to the New World: <ul style="list-style-type: none"> <li>• religious freedom</li> <li>• political freedom</li> </ul> H.6.2.10 Discuss the characteristics of a colony	H.6.3.11 Identify Jamestown as the first permanent American settlement  H.6.3.12 Discuss John Smith's role and influence in the establishment of a self-sufficient settlement in Jamestown  H.6.3.13 Identify the causes for the establishment of the thirteen colonies (e.g., gold, tobacco, religion)	H.6.4.13 Understand the transition of the thirteen colonies into thirteen separate states

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Continuity and Change		<p>H.6.1.9 Understand that the name of Arkansas originated from the Quapaw Indians</p> <p>■</p>	<p>H.6.2.11 Recognize American Indian tribes of Arkansas:</p> <ul style="list-style-type: none"> <li>• Osage</li> <li>• Quapaw</li> <li>• Caddo</li> </ul> <p>■</p>	<p>H.6.3.14 Describe the early American Indian <i>cultures</i> in Arkansas</p> <p>■</p>	<p>H.6.4.14 Identify and describe the Arkansas Indian Tribes:</p> <ul style="list-style-type: none"> <li>• Osage</li> <li>• Quapaw</li> <li>• Caddo</li> </ul> <p>■</p>
	<p>H.6.K.9 Recognize examples of current and early transportation</p>	<p>H.6.1.10 Discuss methods of transportation of today and long ago</p>	<p>H.6.2.12 Compare past and present means of transportation and communication in Arkansas</p> <p>■</p>	<p>H.6.3.15 Identify the modes of transportation in westward movement (e.g., wagons, horses, railroads)</p>	<p>H.6.4.15 Identify the reasons for the decline of the native populations of Arkansas (e.g., influenza, small pox, competition for land)</p> <p>■</p> <p>H.6.4.16 Describe how new forms of transportation and communication impacted the Westward Expansion of the United States (e.g., pony express, railroads, telegraphs)</p>

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Movement	H.6.K.10 Discuss Christopher Columbus and his discovery of America	H.6.1.11 Describe the voyage of Christopher Columbus	H.6.2.13 Identify areas settled as a result of Christopher Columbus' voyages to America  H.6.2.14 Identify Ferdinand and Isabella and their purpose in supporting Columbus: <ul style="list-style-type: none"> <li>• gold</li> <li>• silk</li> <li>• spices</li> </ul>	H.6.3.16 Identify the following explorers: <ul style="list-style-type: none"> <li>• Hernando Desoto</li> <li>• La Salle/De Tonti</li> <li>• Marquette/Joliet</li> </ul>	H.6.4.17 Identify areas in Arkansas that were explored by the following: <ul style="list-style-type: none"> <li>• Hernando Desoto</li> <li>• La Salle/De Tonti</li> <li>• Marquette</li> <li>• Joliet</li> </ul> H.6.4.18 Identify European nations that claimed authority over territorial Arkansas: <ul style="list-style-type: none"> <li>• France</li> <li>• Spain</li> </ul>

Strand: History

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Movement				<p>H.6.3.17 Identify the factors leading to the purchase of Louisiana</p> <p>H.6.3.18 Recognize that Arkansas was part of the Louisiana Purchase</p>	<p>H.6.4.19 Discuss the causes and effects of Westward Expansion (e.g., economic opportunity, resources, forced removal, unclaimed lands, religion)</p> <p>H.6.4.20 Compare the area of the United States before and after the Louisiana Purchase</p> <p>H.6.4.21 Identify the following individuals and their roles in the Louisiana Purchase:</p> <ul style="list-style-type: none"> <li>• Thomas Jefferson</li> <li>• Napoleon</li> <li>• Lewis and Clark</li> <li>• Sacagawea</li> </ul>



Strand: History

Standard 6: History

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THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Cultural Diversity and Uniformity	H.6.K.11 Recognize the relationship between the American Indians and the Pilgrims (e.g., story, song)	H.6.1.12 Demonstrate the relationship between the American Indians and the Pilgrims (e.g., play, skit, song)	H.6.2.15 Understand the significance of the Thanksgiving feast to the relationship between the American Indians and the Pilgrims	H.6.3.19 Identify similarities and differences among the American Indians and Pilgrims: <ul style="list-style-type: none"><li>• housing</li><li>• clothing</li><li>• foods</li><li>• traditions</li><li>• tools</li></ul>	H.6.4.22 Discuss similarities and differences among the American Indians and Pilgrims: <ul style="list-style-type: none"><li>• housing</li><li>• clothing</li><li>• foods</li><li>• traditions</li><li>• tools</li></ul>

Strand: Economics  
Standard 7: Choices

Students shall analyze the cost and benefits of making economic choices.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Costs and Benefits	<p>E.7.K.1 Recognize that all people have economic wants and needs</p> <p>E.7.K.2 Discuss the concept of making choices related to wants and needs</p> <p>E.7.K.3 Identify the concept of <i>scarcity</i> (e.g., not enough items available)</p>	<p>E.7.1.1 Identify the categories and priorities of wants and needs</p> <p>E.7.1.2 Describe how people satisfy basic wants (e.g., grow food, earn money to buy things, trade with others)</p> <p>E.7.1.3 Determine the relationships between unlimited wants and <i>limited resources</i> (e.g., <i>scarcity</i>)</p>	<p>E.7.2.1 Describe an event or situation in daily life in which a <i>trade off</i> is made</p> <p>E.7.2.2 Discuss that because of <i>scarcity</i> people must make choices and incur <i>opportunity costs</i></p> <p>E.7.2.3 Discuss making choices based on incentives/rewards</p>	<p>E.7.3.1 Determine that people make <i>trade offs</i> to get the most benefit from scarce resources</p> <p>E.7.3.2 Evaluate examples from the local community that illustrate <i>scarcity</i></p> <p>E.7.3.3 Recognize that stating the problem and listing the alternatives are part of the <i>decision making model</i></p>	<p>E.7.4.1 Evaluate the priority of economic wants and consequences of the <i>opportunity cost</i></p> <p>E.7.4.2 Analyze how <i>scarcity</i> caused early exploration (e.g., gold, spices, silk)</p> <p>E.7.4.3 Recognize and use the <i>decision making model</i> to make an economic decision:</p> <ul style="list-style-type: none"> <li>• state the problem</li> <li>• list the alternatives</li> <li>• state the criteria</li> <li>• evaluate the criteria</li> <li>• make a decision</li> </ul>

Strand: Economics

Standard 8: Resources

Students shall evaluate the use and allocation of *human, natural, and capital resources*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Factors of Production	<p>E.8.K.1 Identify <i>human resources</i> (e.g., community workers)</p> <p>E.8.K.2 Discuss the roles of <i>producers</i> and <i>consumers</i></p> <p>E.8.K.3 Discuss how people earn a living in the community and the places they work</p>	<p>E.8.1.1 Recognize that people are <i>producers</i> of <i>goods</i> and <i>services</i> (e.g., make a bed, turn in homework, make a craft)</p> <p>E.8.1.2 Recognize that people are <i>consumers</i> of <i>goods</i> and <i>services</i> (e.g., buy a toy, get a haircut, go to a movie)</p> <p>E.8.1.3 Discuss skills and education necessary to perform a job</p>	<p>E.8.2.1 Distinguish between <i>consumers</i> and <i>producers</i> in a local community</p> <p>E.8.2.2 Research the skills and education needed for specific jobs</p>	<p>E.8.3.1 Discuss <i>human capital</i></p> <p>E.8.3.2 Recognize ways people become more skillful in the workplace</p>	<p>E.8.4.1 Discuss <i>productivity</i></p> <p>E.8.4.2 Compare the increase in <i>productivity</i> when improved <i>human capital</i> is available</p>

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Factors of Production	<p>E.8.K.4 Discuss <i>natural resources</i></p> <p>E.8.K.5 Discuss <i>capital resources</i></p>	<p>E.8.1.4 Identify uses for <i>natural resources</i></p> <p>E.8.1.5 Understand that <i>capital resources</i> are the tools of trade (e.g., carpenter uses hammer and nails, painter uses paint)</p>	<p>E.8.2.3 Discuss the availability of <i>natural resources</i></p> <p>E.8.2.4 Give examples of <i>capital resources</i></p>	<p>E.8.3.3 Recognize the product associated with the <i>natural resources</i> from which it is created</p> <p>E.8.3.4 Explain how <i>capital resources</i> are related to specific jobs</p> <p>E.8.3.5 Define and discuss characteristics of an <i>entrepreneur</i></p> <p>E.8.3.6 Define profit</p>	<p>E.8.4.3 Examine the impact of <i>scarcity of natural resources</i> on production decisions</p> <p>E.8.4.4 Analyze how <i>capital resources</i> are used to produce <i>goods and services</i></p> <p>E.8.4.5 Identify Arkansas <i>entrepreneurs</i></p> <p>E.8.4.6 Describe how profit is an incentive for entrepreneurship</p>

Strand: Economics

Standard 9: Markets

Students shall analyze the exchange of *goods* and *services* and the roles of governments, businesses, and individuals in the *market* place.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Financial Markets	E.9.K.1 Recognize that money is used to purchase items	E.9.1.1 Discuss <i>barter</i> as a method of exchange  E.9.1.2 Recognize that money is a <i>medium of exchange</i>  E.9.1.3 Discuss the role of a financial institution	E.9.2.1 Identify items that have been used as currency (e.g., shells, beads, pelts)  E.9.2.2 Understand that the use of money facilitates exchange  E.9.2.3 Discuss a variety of <i>services</i> that financial institutions provide	E.9.3.1 Research items that represented money throughout time (e.g., shells, beads, pelts)  E.9.3.2 List and explain the functions of money: <ul style="list-style-type: none"> <li>• <i>medium of exchange</i></li> <li>• <i>measure of value</i></li> <li>• <i>store of value</i></li> </ul> E.9.3.3 Discuss costs and benefits of saving in a financial institution	E.9.4.1 Discuss the characteristics of money: <ul style="list-style-type: none"> <li>• <i>portability</i></li> <li>• <i>divisibility</i></li> <li>• <i>durability</i></li> <li>• <i>uniformity</i></li> </ul> E.9.4.2 Describe the reasons for saving money in a financial institution: <ul style="list-style-type: none"> <li>• interest</li> <li>• safety</li> </ul>

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Goods and services	<p>E.9.K.2 Identify <i>goods</i> that people use</p> <p>E.9.K.3 Identify <i>services</i> people do for each other</p> <p>E.9.K.4 Recognize that people choose among a variety of <i>goods</i> and <i>services</i></p> <p>E.9.K.5 Recognize that people work to earn money to purchase items</p> <p>E.9.K.6 Understand that <i>markets</i> exist in a community</p>	<p>E.9.1.4 Understand that the production of any good or service requires:</p> <ul style="list-style-type: none"> <li>• <i>natural resources</i></li> <li>• <i>human resources</i></li> <li>• <i>capital resources</i></li> </ul> <p>E.9.1.5 Recognize that <i>markets</i> exist in various <i>places</i> (e.g., physical locations home, Internet)</p>	<p>E.9.2.4 Classify <i>productive resources</i> into the following categories:</p> <ul style="list-style-type: none"> <li>• <i>natural resources</i></li> <li>• <i>human resources</i></li> <li>• <i>capital resources</i></li> </ul> <p>E.9.2.5 Investigate <i>goods</i> and <i>services</i> provided by <i>markets</i> in the local community</p> <p>E.9.2.6 Identify exchanges made:</p> <ul style="list-style-type: none"> <li>• monetary</li> <li>• <i>barter</i></li> </ul>	<p>E.9.3.4 Identify and explain the role of each <i>productive resource</i> in producing a good or service (e.g., school lunches)</p> <p>E.9.3.5 Research <i>goods</i> and <i>services</i> provided by <i>markets</i> in the local community</p> <p>E.9.3.6 Describe the benefits of <i>voluntary exchange</i> (e.g., trade)</p>	<p>E.9.4.3 Research the <i>productive resources</i> that go into the production of a product</p> <p>E.9.4.4 Research public <i>goods</i> and <i>services</i> that are provided by taxes</p> <p>E.9.4.5 Explain why countries trade</p>

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Goods and services			E.9.2.7 Define <i>specialization</i> and <i>interdependence</i>	E.9.3.7 Recognize the connection between <i>specialization</i> and <i>interdependence</i>  E.9.3.8 Define <i>supply and demand</i>	E.9.4.6 Explain the benefits of <i>specialization</i> and <i>interdependence</i>  E.9.4.7 Discuss the effect of <i>supply and demand</i> in a community  E.9.4.8 Define <i>inflation</i>

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Global markets				E.9.3.9 Define import and export	E.9.4.9 Identify imported and exported <i>goods</i>  E.9.4.10 List exported <i>goods</i> associated with Arkansas (e.g., rice, chicken, auto parts) ▼  E.9.4.11 Explain how foreign trade affects daily life



Strand: Geography

Standard 1: Physical and Spatial

Students shall develop an understanding of the physical and spatial characteristics and applications of geography.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Location, Place, and Region	<p>G.1.5.1 Classify locations as <i>absolute</i> or <i>relative</i></p> <p>G.1.5.2 Identify and describe the <i>region</i> of the United States in which Arkansas is located</p> <p>G.1.5.3 Distinguish between the major <i>regions</i> of the United States and evaluate their <i>interdependence</i></p> <p>G.1.5.4 Locate the major bodies of water that are related to the United States:</p> <ul style="list-style-type: none"> <li>• Atlantic Ocean</li> <li>• Caribbean Sea</li> <li>• Great Lakes</li> <li>• Gulf of Mexico</li> <li>• Pacific Ocean</li> </ul>	<p>G.1.6.1 Apply the proper usage of <i>absolute</i> and <i>relative location</i></p> <p>G.1.6.2 Examine the location, <i>place</i>, and <i>region</i> of Arkansas and determine the characteristics of each</p> <p>G.1.6.3 Identify the countries on the continent of North America and analyze their geographical relationship</p> <p>G.1.6.4 Explain the importance of the major river systems of the United States and Arkansas:</p> <ul style="list-style-type: none"> <li>• Arkansas River</li> <li>• Colorado River</li> <li>• Mississippi River</li> <li>• Ohio River</li> <li>• St. Lawrence River</li> </ul>	<p>G.1.7.1 Determine the <i>absolute</i> and <i>relative location</i> of a specific <i>place</i></p> <p>G.1.7.2 Compare the influence of geographic locations on early civilizations</p> <p>G.1.7.3 Analyze the importance of the following river systems on the emergence of early civilizations:</p> <ul style="list-style-type: none"> <li>• Ganges River</li> <li>• Huang He (Yellow River)</li> <li>• Indus River</li> <li>• Nile River</li> <li>• Tigris/Euphrates River</li> </ul>	<p>G.1.8.1 Analyze the importance of the following navigation systems on the development of world civilizations:</p> <ul style="list-style-type: none"> <li>• Amazon River</li> <li>• Mississippi River</li> <li>• Panama Canal</li> <li>• Rhine River</li> <li>• Suez Canal</li> <li>• Thames River</li> <li>• Volga River</li> </ul>

Strand: Geography

Standard 1: Physical and Spatial

Students shall develop an understanding of the physical and spatial characteristics and applications of geography.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Location, Place, and Region	<p>G.1.5.5 Identify a variety of charts and graphs used to display data on a variety of topics such as <i>climate</i> or population</p> <p>G.1.5.6 Distinguish between geography terms that describe or indicate <i>region</i>, <i>place</i>, or location (e.g., tundra, desert, rainforest, mountains)</p>	<p>G.1.6.5 Illustrate information relating to population, <i>climate</i>, weather patterns, or other specific topics on selected types of charts or graphs</p> <p>G.1.6.6 Analyze a map of the fifty states and identify <i>regions</i> (e.g., Northeast, Southeast, Midwest, Southwest, West)</p>	<p>G.1.7.4 Interpret specific types of charts, maps, and graphs showing weather patterns, <i>climate</i>, population, or other specific topics</p> <p>G.1.7.5 Compare a variety of <i>regions</i> to determine suitability for growth (e.g., <i>climate</i>, landform, vegetation <i>regions</i>)</p>	

Strand: Geography

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THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Map and Globe Skills	<p>G.1.5.7 Recognize the various types of maps used by geographers (e.g., <i>physical</i>, <i>political</i>, <i>historical</i>, <i>special purpose</i>, and other types of maps)</p> <p>G.1.5.8 Demonstrate an understanding of the following:</p> <ul style="list-style-type: none"> <li>• <i>latitude</i></li> <li>• <i>longitude</i></li> <li>• parallels</li> <li>• meridians</li> <li>• degrees</li> <li>• grid systems</li> <li>• coordinates</li> <li>• Tropic of Cancer</li> <li>• Tropic of Capricorn</li> <li>• <i>Equator</i></li> <li>• <i>Prime Meridian</i></li> </ul>	<p>G.1.6.7 Examine different maps and globe projections and recognize the differences of each map or projection</p> <p>G.1.6.8 Construct a map of the United States using all basic map components:</p> <ul style="list-style-type: none"> <li>• <i>compass rose</i></li> <li>• <i>map scale</i></li> <li>• <i>legend/key</i></li> <li>• <i>inset map</i></li> <li>• title</li> </ul>	<p>G.1.7.6 Compare and contrast the tools used by geographers, past and present, to develop maps and globes (e.g., <i>astrolabe</i>, compass, sextant, Global Positioning System [GPS], Geographic Information Systems [GIS], LANDSAT, Internet)</p> <p>G.1.7.7 Design maps of <i>places</i> and <i>regions</i> that contain map elements:</p> <ul style="list-style-type: none"> <li>• <i>compass rose</i></li> <li>• <i>inset map</i></li> <li>• grid system</li> <li>• <i>legend/key</i></li> <li>• <i>latitude</i></li> <li>• <i>longitude</i></li> <li>• <i>map scale</i></li> <li>• title</li> </ul>	<p>G.1.8.2 Analyze a <i>physical map</i> or global projection created by geographer's tools (e.g., <i>astrolabe</i>, compass, sextant, Global Positioning System [GPS], Geographic Information Systems [GIS], LANDSAT, Internet)</p> <p>G.1.8.3 Construct specialized maps using data (e.g., <i>climate</i>, population, <i>political</i> units, resources)</p>

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	Grade 5	Grade 6	Grade 7	Grade 8
Map and Globe Skills	<p>G.1.5.10 Compare and contrast major landforms characterized as physical features of Earth (e.g., <i>plateaus</i>, rivers, deltas, seas, oceans, <i>peninsulas</i>)</p>	<p>G.1.6.9 Compare the location of specific <i>places</i> on both maps and globes</p> <p>G.1.6.10 Discuss reasons for the location of <i>political</i> boundaries and capital cities due to physical features of the nation or states</p>	<p>G.1.7.8 Determine <i>latitude</i> and <i>longitude</i> using maps or globes</p> <p>G.1.7.9 Examine the influence of Earth's physical features on the development of <i>regions</i> of early civilizations</p>	<p>G.1.8.4 Locate specific <i>places</i> on maps and globes using grid points (<i>longitude</i> and <i>latitude</i>)</p> <p>G.1.8.5 Analyze the influence of Earth's physical features on the development of <i>regions</i> of the world</p>

Strand: Geography

Standard 2: Culture and Diversity

Students shall develop an understanding of how *cultures* around the world develop and change.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Culture/Diversity	<p>G.2.5.1 Describe customs, celebrations, and traditions of selected racial, <i>ethnic</i>, and religious groups in Arkansas and the United States</p> <p>■</p> <p>G.2.5.2 Understand the contributions of people of various racial, <i>ethnic</i>, and religious groups in Arkansas and the United States</p> <p>■</p> <p>G.2.5.3 Recognize examples of <i>cultural diffusion</i>, <i>cultural exchange</i>, and <i>assimilation</i></p>	<p>G.2.6.1 Examine the effects of the contributions of people from selected racial, <i>ethnic</i>, and religious groups to the <i>cultural</i> identity of Arkansas and the United States</p> <p>■</p> <p>G.2.6.2 Describe how people from selected racial, <i>ethnic</i>, and religious groups attempt to maintain their <i>cultural</i> heritage while adapting to the <i>culture</i> of Arkansas and the United States</p> <p>■</p> <p>G.2.6.3 Identify the occurrences of <i>cultural diffusion</i>, <i>cultural exchange</i>, and <i>assimilation</i> in local and national history</p> <p>■</p>	<p>G.2.7.1 Examine creative work as examples of <i>cultural</i> heritage (e.g., literature, <i>mosaics</i>, statuary, architecture, philosophy, dramas)</p> <p>G.2.7.2 Compare and contrast the contributions of people of various racial, <i>ethnic</i>, and religious groups in the development of early civilizations (e.g., Akbar the Great, Chandragupta I, Hatshepsut, Marco Polo, Mansu Musa, Ramses)</p> <p>G.2.7.3 Demonstrate examples of <i>cultural exchange</i> throughout various periods of world history</p>	<p>G.2.8.1 Analyze the work of writers and artists as examples of <i>cultural</i> heritage from communities around the world</p> <p>G.2.8.2 Research the contributions of people of various racial, <i>ethnic</i> and religious backgrounds (e.g., de Medici, Emperor Meiji, Matthew Perry, Saladin the Great)</p> <p>G.2.8.3 Examine <i>cultures</i> to determine the level of <i>assimilation</i> and <i>cultural exchange</i> brought about by technological advances:</p> <ul style="list-style-type: none"> <li>• printing press</li> <li>• telegraph</li> <li>• railroad</li> <li>• radio</li> <li>• television</li> <li>• Internet</li> </ul>

Strand: Geography

Standard 3: Interaction of People and the Environment

Students shall develop an understanding of the interactions between people and their environment.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Movement	<p>G.3.5.1 Recognize factors that influence migration (e.g., employment, <i>natural resources</i>)</p> <p>G.3.5.2 Define <i>push-pull factors</i></p> <p>G.3.5.3 Identify various forms of technology and methods of transferring ideas and information</p> <p>G.3.5.4 Recognize the concepts of <i>interstate</i>, <i>intrastate</i>, <i>infrastructure</i>, and <i>globalization</i></p>	<p>G.3.6.1 Describe the location of major cities in Arkansas and the United States and the availability of resources and transportation in those areas</p> <p>G.3.6.2 Distinguish between <i>push-pull factors</i></p> <p>G.3.6.3 Compare methods of communication through present day technology</p> <p>G.3.6.4 Distinguish between <i>interstate</i> and <i>intrastate</i> transportation and the effects <i>globalization</i> has on these methods of transportation</p>	<p>G.3.7.1 Discuss <i>push-pull factors</i> that influenced the growth of population centers (e.g., location, transportation corridors and barriers, distribution of resources)</p> <p>G.3.7.2 Investigate the <i>infrastructure</i> of population centers</p>	<p>G.3.8.1 Examine effects of <i>push-pull factors</i> on various <i>regions</i> (e.g., disease, resources, <i>industrialization</i>, technology)</p> <p>G.3.8.2 Analyze the impact of ideas, information, and technology on global <i>interdependence</i></p> <p>G.3.8.3 Analyze changes in <i>infrastructure</i> brought about by <i>globalization</i></p>

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	Grade 5	Grade 6	Grade 7	Grade 8
Human Environment Interaction	<p>G.3.5.5 Identify renewable and nonrenewable resources (e.g., fossil fuels, fertile soils, timber)</p> <p>G.3.5.6 Identify ways people have modified the physical environment</p> <p>G.3.5.7 Discuss ways in which Arkansans adapted to and modified the environment</p>	<p>G.3.6.5 Describe the physical processes that produce renewable and nonrenewable resources</p> <p>G.3.6.6 Describe ways in which technology influences capacity to modify the physical environment</p> <p>G.3.6.7 Analyze the consequences of environmental modification on Arkansas and specific areas of the United States:</p> <ul style="list-style-type: none"> <li>• acid rain</li> <li>• global warming</li> <li>• ozone depletion</li> <li>• erosion</li> <li>• desertification</li> </ul>	<p>G.3.7.3 Analyze ways people have:</p> <ul style="list-style-type: none"> <li>• adapted to the physical environment</li> <li>• altered the physical environment</li> </ul>	<p>G.3.8.4 Determine the impact of population growth on renewable and nonrenewable resources</p> <p>G.3.8.5 Analyze methods and consequences of environmental modification on world <i>regions</i> and populations (e.g., acid rain, erosion, clear cutting, desertification, global warming, ozone depletion, strip mining,)</p>

Strand: Civics

Standard 4: Government

Students shall develop an understanding of the forms and roles of government.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Forms and Roles of Government	<p>C.4.5.1 Recognize that the Arkansas and the United States governments are composed of three branches:</p> <ul style="list-style-type: none"> <li>• executive</li> <li>• legislative</li> <li>• judicial</li> </ul> <p>■</p> <p>C.4.5.2 Identify the system of checks and balances in government</p> <p>C.4.5.3 Identify the roles and responsibilities of the executive branch (e.g., state/governor, federal/president)</p> <p>■</p>	<p>C.4.6.1 Compare and contrast the three branches of government at the state and national levels of government:</p> <ul style="list-style-type: none"> <li>• executive</li> <li>• legislative</li> <li>• judicial</li> </ul> <p>■</p> <p>C.4.6.2 Discuss the system of checks and balances in government</p> <p>C.4.6.3 Discuss the roles and responsibilities of the executive branch (e.g., state/governor, federal/president)</p> <p>■</p>	<p>C.4.7.1 Discuss the different ways executive, legislative, and judicial powers have been organized</p> <p>C.4.7.2 Discuss different forms of executive leadership in civilizations (e.g., judge class, patrician class, priest class, warrior class, emperor, nobility)</p>	



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	Grade 5	Grade 6	Grade 7	Grade 8
Forms and Roles of Government	<p>C.4.5.4 Identify and describe the roles of the legislative branch (e.g., general assembly/congress, state congress and federal congress, house, senate)</p> <p>■</p> <p>C.4.5.5 Identify and describe the roles of the judicial branch (e.g., local, state, and federal)</p> <p>■</p> <p>C.4.5.6 Identify the forms of government (e.g., democracy, monarchy, dictatorship, oligarchy, totalitarian)</p>	<p>C.4.6.4 Compare and contrast the roles of the legislative branch (e.g., general assembly/congress, state congress and federal congress, house, senate)</p> <p>■</p> <p>C.4.6.5 Compare and contrast the roles of the judicial branch (e.g., local, state, and federal)</p> <p>■</p> <p>C.4.6.6 Discuss the forms of government (e.g., democracy, monarchy, dictatorship, oligarchy, totalitarian)</p>	<p>C.4.7.3 Compare and contrast forms of government:</p> <ul style="list-style-type: none"> <li>• democracy</li> <li>• dictatorship</li> <li>• monarchy</li> <li>• oligarchy</li> <li>• theocracy</li> </ul>	<p>C.4.8.1 Analyze forms of government pertaining to the legislative, executive, and judicial branches:</p> <ul style="list-style-type: none"> <li>• democracy</li> <li>• dictatorship</li> <li>• monarchy</li> <li>• oligarchy</li> <li>• theocracy</li> <li>• totalitarianism</li> </ul>

Strand: Civics

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	Grade 5	Grade 6	Grade 7	Grade 8
Forms and Roles of Government	<p>C.4.5.7 Identify elected state and federal government officials (e.g., terms and qualifications)</p> <p>■</p> <p>C.4.5.8 Discuss the succession of leadership at the state level</p> <p>■</p> <p>C.4.5.9 Discuss the two-party system</p>	<p>C.4.6.7 Recognize elected state and federal government officials (e.g., terms and qualifications)</p> <p>■</p> <p>C.4.6.8 Discuss the succession of leadership at the federal level</p> <p>C.4.6.9 Describe the development of the two-party system and the influence of third parties</p>	<p>C.4.7.4 Discuss individuals and their contributions to changing governments (e.g., Alexander the Great, Attila the Hun, Julius Caesar, Charlemagne, William the Conqueror, Qin Shi-Huangdi, Emperor Wudi)</p>	<p>C.4.8.2 Research individuals and their roles in changing governments (e.g., Otto von Bismarck, Mikhail Gorbachev, Abdel Nasser, Juan Peron, Lech Walesa, George Washington, Sun Yatsen)</p> <p>C.4.8.3 Discuss the origins of political parties/movements (e.g., Communist Party, Fascist Party, Green Party, Nazi Party, socialist parties, environmentalist movement, human rights movement, feminist movement)</p>

Strand: Civics

Standard 5: Citizenship

Students shall develop an understanding of the rights and responsibilities of citizens.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Roots of Democracy	<p>C.5.5.1 Identify the founding documents that helped to establish laws for the United States (e.g., Mayflower Compact, Declaration of Independence, United States Constitution)</p> <p>C.5.5.2 Identify the purpose of the Declaration of Independence</p> <p>C.5.5.3 Identify the significance of the following individuals in establishing the government of the United States:</p> <ul style="list-style-type: none"> <li>• John Adams</li> <li>• Benjamin Franklin</li> <li>• Alexander Hamilton</li> <li>• Thomas Jefferson</li> <li>• John Marshall</li> <li>• James Madison</li> <li>• George Washington</li> </ul> <p>C.5.5.4 Identify the significance of the Articles of Confederation</p>	<p>C.5.6.1 Determine the way rights and laws of the United States were created by examining founding documents (e.g., Declaration of Independence, United States Constitution, Mayflower Compact)</p> <p>C.5.6.2 Examine the effects of the Declaration of Independence</p> <p>C.5.6.3 Evaluate reasons for writing the United States Constitution</p> <p>C.5.6.4 Evaluate the importance of the United States Constitution as a governing document for the United States</p>	<p>C.5.7.1 Examine the concept of <i>codified</i> law:</p> <ul style="list-style-type: none"> <li>• Hammurabi's Code</li> <li>• Justinian's Code</li> </ul>	<p>C.5.8.1 Examine the influence of constitutions used by various nations</p>

Strand: Civics

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	Grade 5	Grade 6	Grade 7	Grade 8
Roots of Democracy	<p>C.5.5.5 Discuss how the ineffectiveness of the Articles of Confederation led to the creation of the United States Constitution</p> <p>C.5.5.6 Research national symbols and explain their significance using <i>primary</i> and <i>secondary sources</i> (e.g., Pledge of Allegiance, Lady Liberty)</p> <p>C.5.5.7 Identify significant examples of patriotic music from various periods of United States history</p>	<p>C.5.6.5 Research national symbols and movements using <i>primary</i> and <i>secondary sources</i> (e.g., Uncle Sam, political party symbols, Vietnam Memorial, Mt. Rushmore)</p> <p>C.5.6.6 Analyze significant examples of music from various periods of United States history</p>	<p>C.5.7.2 Investigate the significance of icons, <i>artifacts</i>, and symbols of civilizations using <i>primary</i> and <i>secondary sources</i> (e.g., flags, statues, monuments, coins, heraldry)</p>	<p>C.5.8.2 Research national symbols from other nations of the world (e.g., national flags, statues, monuments)</p>

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	Grade 5	Grade 6	Grade 7	Grade 8
Rights and Responsibilities of Citizens	<p>C.5.5.8 Identify the requirements for becoming a citizen of the United States</p> <p>C.5.5.9 Identify the rights and responsibilities of United States citizenship (e.g., voting, obeying laws, volunteerism)</p> <p>C.5.5.10 Discuss the importance of the rights of United States citizens set forth in the Bill of Rights</p> <p>C.5.5.11 Identify the proper procedure for voting in the United States and in Arkansas (e.g., registration, voting sites, maintaining the right to vote)</p> <p>■</p> <p>C.5.5.12 Discuss ways citizens participate in government at the state and local level</p> <p>■</p>	<p>C.5.6.7 Examine the process of becoming a citizen of the United States</p> <p>C.5.6.8 Evaluate ways being a good citizen is important for every individual (e.g., voting, obeying laws, volunteerism)</p> <p>C.5.6.9 Examine ways citizens utilize the rights guaranteed in the Bill of Rights</p> <p>C.5.6.10 Examine the importance of the procedure for voting in the United States and in Arkansas (e.g., registration, maintaining the right to vote, voicing opinion)</p> <p>■</p> <p>C.5.6.11 Analyze the importance of citizen participation in government at the state and local level</p> <p>■</p>	<p>C.5.7.3 Examine rights, privileges, and responsibilities citizens and non-citizens had in civilizations based upon gender, socio-economic class, ethnicity, religion, or caste</p> <p>C.5.7.4 Discuss ways citizens participated in government:</p> <ul style="list-style-type: none"> <li>• Athens</li> <li>• Sparta</li> <li>• Rome</li> </ul>	<p>C.5.8.3 Discuss struggles to gain rights for citizens in various countries (e.g., China, France, Mexico, South Africa, United States)</p> <p>C.5.8.4 Examine the value citizens of other countries place on voting</p> <p>C.5.8.5 Analyze the influence citizen participation has on government</p>

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	Grade 5	Grade 6	Grade 7	Grade 8
Rights and Responsibilities of Citizens	<p>C.5.5.13 Identify the Bill of Rights in the United States Constitution</p> <p>C.5.5.14 Identify the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments</p> <p>C.5.5.15 Identify various organizations from U.S. history through which citizen's rights were affected (e.g., Women's Suffrage, NAACP, Chinese Immigration Act, <i>Emancipation Proclamation</i>)</p>	<p>C.5.6.12 Examine the rights guaranteed to United States citizens in the Bill of Rights</p> <p>C.5.6.13 Compare U.S. Constitutional Amendments granting citizen's rights</p> <p>C.5.6.14 Examine how citizens rights are exercised through organizations that influenced societal and governmental change (e.g., ACLU, NAACP, CORE, ERA)</p>		<p>C.5.8.6 Analyze world organizations involved in citizens' rights (e.g., Amnesty International, Doctors Without Borders, United Nations)</p>

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
Continuity and Change	<p>H.6.5.1 Discuss the purpose of political cartoons</p> <p>H.6.5.2 Read and interpret <i>timelines</i> using the terms:</p> <ul style="list-style-type: none"> <li>• ca (circa)</li> <li>• Before Common Era/Common Era (BCE/CE)</li> <li>• millennia</li> <li>• millennium</li> <li>• decade</li> <li>• century</li> </ul> <p>H.6.5.3 Identify the contributions of significant individuals and explorers during the period of early European exploration of the Americas (e.g., Christopher Columbus, Ferdinand Magellan, Hernando de Soto)</p>	<p>H.6.6.1 Determine the meaning of various political cartoons</p> <p>H.6.6.2 Create/construct <i>timelines</i> using the terms:</p> <ul style="list-style-type: none"> <li>• ca (circa)</li> <li>• Before Common Era/Common Era (BCE/CE)</li> <li>• millennia</li> <li>• millennium</li> <li>• decade</li> <li>• century</li> </ul> <p>H.6.6.3 Define and discuss post-Civil War Reconstruction from a state and national perspective</p>	<p>H.6.7.1 Examine ways viewpoints expressed in <i>primary</i> and <i>secondary source</i> documents have changed over time</p> <p>H.6.7.2 Sequence significant historical events on a <i>timeline</i> to make predictions</p> <p>H.6.7.3 Investigate characteristics of civilizations (e.g., writing, development of communities, government, religion, specialized workers, advanced technology, economic systems, education)</p> <p>H.6.7.4 Analyze achievements of the early river civilizations (e.g., agricultural improvements, establishment of libraries, architecture, transportation, commerce)</p>	<p>H.6.8.1 Examine ways viewpoints expressed in political cartoons and other <i>primary</i> and <i>secondary source</i> documents have changed policy and public perception</p> <p>H.6.8.2 Compare historical events on a <i>timeline</i> to discover correlations</p> <p>H.6.8.3 Examine Catholic Church policies that led to the <i>Protestant Reformation</i> (e.g., Great Schism, French papacy, indulgences, <i>simony</i>, lay investiture)</p> <p>H.6.8.4 Investigate Protestant reformers:</p> <ul style="list-style-type: none"> <li>• Martin Luther</li> <li>• Henry VIII</li> <li>• John Calvin</li> </ul>

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THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
Continuity and Change	<p>H.6.5.4 Identify areas of the New World colonized by Spain, Great Britain, and France</p> <p>H.6.5.5 Describe the role and impact of legislative bodies in the colonial government (e.g., town meetings)</p> <p>H.6.5.6 Identify important people and events during Arkansas' Territorial period (e.g., Robert Crittenden, James Miller, relocation of government)</p> <p>H.6.5.7 Analyze the impact of the American Industrial Revolution:</p> <ul style="list-style-type: none"> <li>cotton gin</li> <li>reaper</li> <li>steam engine</li> </ul>	<p>H.6.6.4 Discuss the impact of <i>Manifest Destiny</i> on the United States</p> <p>H.6.6.5 Research early 20<sup>th</sup> century inventions and their impact on Americans (e.g., telephone, electricity, automobile)</p> <p>H.6.6.6 Explain the impact of the American industrial revolution:</p> <ul style="list-style-type: none"> <li>communications</li> <li>mass production</li> </ul> <p>H.6.6.7 Analyze the impact of World War I on daily life in the United States (e.g., prohibition, food distribution, fuel distribution, propaganda)</p>	<p>H.6.7.5 Examine the development of ancient non-European civilizations:</p> <ul style="list-style-type: none"> <li>Africa</li> <li>the Americas</li> <li>Asia</li> </ul> <p>H.6.7.6 Explore the development of the Roman <i>Empire</i> and the people associated with it (e.g., Augustus, Julius Caesar, Hannibal)</p> <p>H.6.7.7 Examine contributions that past civilizations made to the modern world (e.g., arts, architecture, aqueducts, legal system, math, language, science, transportation)</p> <p>H.6.7.8 Describe the development of the dynastic system in China (e.g., <i>Mandate of Heaven</i>)</p>	<p>H.6.8.5 Describe the <i>Counter reformation</i> (e.g., Jesuits, Council of Trent, Inquisition)</p> <p>H.6.8.6 Identify new technologies that made European exploration possible (e.g., <i>astrolabe</i>, cartography, <i>caravel</i>, compass)</p> <p>H.6.8.7 Describe the establishment of colonies as a result of the conquest of <i>indigenous</i> people (e.g., Africa, Asia, New World)</p> <p>H.6.8.8 Investigate the influence of the Ottoman <i>Empire</i></p> <p>H.6.8.9 Identify major contributors of the Scientific Revolution (e.g., Muhammed Al-Khwarizmi, Francis Bacon, Nicholas Copernicus, Galileo Galilei, Johannes Kepler, Isaac Newton, Zhang Heng)</p>



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	Grade 5	Grade 6	Grade 7	Grade 8
Continuity and Change	<p>H.6.5.8 Identify and explain the significance of the following people:</p> <ul style="list-style-type: none"> <li>• Fredrick Douglas</li> <li>• Harriet Tubman</li> <li>• John Brown</li> <li>• Abraham Lincoln</li> <li>• Ulysses S. Grant</li> <li>• Robert E. Lee</li> <li>• Sojourner Truth</li> <li>• Dorothea Dix</li> </ul>	<p>H.6.6.8 Analyze the causes and effects of the Great Depression:</p> <ul style="list-style-type: none"> <li>• <i>Federal Reserve</i> actions</li> <li>• farm prices</li> <li>• crop failures</li> <li>• stock market crash</li> <li>• Roosevelt's New Deal</li> </ul> <p>H.6.6.9 Explain how the Women's Rights movement led to the Nineteenth Amendment</p> <p>H.6.6.10 Locate the countries who were part of the World War II Axis and Allied Powers</p> <p>H.6.6.11 Analyze the scientific and technological innovations that affected society in the mid to late 20<sup>th</sup> century:</p> <ul style="list-style-type: none"> <li>• communication</li> <li>• technology</li> <li>• medicine</li> <li>• transportation</li> </ul>	<p>H.6.7.9 Investigate roles of the Christian church in Medieval Europe</p> <p>H.6.7.10 Describe life in Medieval Europe:</p> <ul style="list-style-type: none"> <li>• feudalism</li> <li>• guild system</li> <li>• manorial system</li> </ul> <p>H.6.7.11 Describe the effects of the following events on the 14<sup>th</sup> century:</p> <ul style="list-style-type: none"> <li>• Black Death</li> <li>• One Hundred Years War</li> </ul> <p>H.6.7.12 Investigate the motives for the writing of the Magna Carta and the resulting influence on political power in England (e.g., establishment of Parliament)</p>	<p>H.6.8.10 Discuss the rise of <i>absolute rulers</i> and the <i>divine right of kings</i> (e.g., African, Asian, European)</p> <p>H.6.8.11 Analyze consequences of the <i>triangular trade</i> and the <i>Columbian Exchange</i> between Africa, the Americas, and Europe</p> <p>H.6.8.12 Investigate influences on modern society of Enlightenment thinkers including but not limited to:</p> <ul style="list-style-type: none"> <li>• John Locke</li> <li>• Baron de Montesquieu</li> <li>• Jean Jacques Rousseau</li> </ul> <p>H.6.8.13 Examine the influence of Enlightenment ideas on revolutionary movements (e.g., American Revolution, French Revolution, Latin American revolutions, Revolutions of 1848)</p>

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	Grade 5	Grade 6	Grade 7	Grade 8
Continuity and Change		<p>H.6.6.12 Identify major contributions and achievements of the US space program (e.g., Apollo 11, International Space Station)</p>	<p>H.6.7.13 Explore medieval Japan (e.g., Shogunates, Samurai, feudalism)</p> <p>H.6.7.14 Describe the role of Constantinople:</p> <ul style="list-style-type: none"> <li>• fall of Rome</li> <li>• Byzantine <i>Empire</i></li> <li>• influence on art</li> <li>• division of the Christian Church</li> </ul>	<p>H.6.8.14 Investigate causes and consequences of the Industrial Revolution (e.g., changing technology, mass production, societal changes)</p> <p>H.6.8.15 Discuss societal changes resulting from pandemics (e.g., bubonic plague/Black Death, small pox, tuberculosis, influenza, polio, HIV-AIDS)</p> <p>H.6.8.16 Investigate 19<sup>th</sup> century social and political reform movements (e.g., abolition, education, extension of <i>suffrage</i>, labor movements, rise of socialism, <i>temperance</i>)</p> <p>H.6.8.17 Explain the influences that changing technology had on World War I and World War II (e.g., weapons, medicine, transportation, communication)</p>

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	Grade 5	Grade 6	Grade 7	Grade 8
Continuity and Change				<p>H.6.8.18 Examine the impact of the Cold War on global relations</p> <p>H.6.8.19 Discuss the downfall of communist governments (e.g., Soviet Union, Poland)</p> <p>H.6.8.20 Examine reasons for the transformation of world <i>economies</i> in the late 20<sup>th</sup> century (e.g., technology, communication, transportation, Organization of Petroleum Exporting Countries [OPEC], resource allocation)</p> <p>H.6.8.21 Discuss the growth of technology resulting from the space race (e.g., artificial satellites, computers, new food technologies)</p>

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	Grade 5	Grade 6	Grade 7	Grade 8
Conflict and Consensus	<p>H.6.5.9 Describe the impact that European explorers had on the American Indian tribes</p> <p>H.6.5.10 Analyze the benefits and conflicts arising from the interaction between colonial settlers and American Indians (e.g., Roanoke, Jamestown, King Philip's War)</p> <p>H.6.5.11 Evaluate the contributions of political and religious leaders in colonial America (e.g., John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, William Penn)</p> <p>H.6.5.12 Describe the impact of slavery in the Americas (e.g., indentured servants, American Indians, African Americans)</p>	<p>H.6.6.13 Explain the conflict between the American Indians and settlers moving westward (e.g., Battle of Little Big Horn, American Indian Movement)</p> <p>H.6.6.14 Explain the causes and effects of the Spanish American War (e.g., U.S. interest in imperial expansion, USS Maine, <i>yellow journalism</i>)</p> <p>H.6.6.15 Describe the expanding role of the US in world affairs (e.g., Panama Canal)</p> <p>H.6.6.16 Explain the events that led to the United States involvement in World War I (e.g., Zimmerman telegram, German U-boat activity)</p> <p>H.6.6.17 Examine the Treaty of Versailles that ended World War I and the creation of the League of Nations.</p>	<p>H.6.7.15 Describe influences of the Persian, Peloponnesian, and Punic Wars on ancient civilization</p> <p>H.6.7.16 Describe the rise of Alexander the Great and the development of Hellenistic <i>culture</i></p> <p>H.6.7.17 Discuss factors that led to the fall of the Roman <i>Empire</i></p> <p>H.6.7.18 Investigate the causes and effects of the Crusades</p> <p>H.6.7.19 Discuss the causes, courses, and effects of invasion: <ul style="list-style-type: none"> <li>• Viking</li> <li>• Mongol</li> <li>• Persian</li> </ul> </p>	<p>H.6.8.22 Discuss the emergence of England as a world power during the Elizabethan period (e.g., Spanish Armada, sea dogs)</p> <p>H.6.8.23 Describe causes and consequences of World War I (e.g., <i>imperialism</i>, militarism, <i>nationalism</i>, alliances, Treaty of Versailles, League of Nations)</p> <p>H.6.8.24 Discuss the Russian Revolutions and the establishment of a communist state (e.g., Bolsheviks, Lenin, Stalin)</p> <p>H.6.8.25 Describe causes and consequences of World War II (e.g., <i>fascism</i>, anti-Semitism, Pearl Harbor, atomic bomb, satellite countries)</p>

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	Grade 5	Grade 6	Grade 7	Grade 8
Conflict and Consensus	<p>H.6.5.13 Explain how conflict between the English government and the English colonies led to the outbreak of the American Revolution:</p> <ul style="list-style-type: none"> <li>Stamp Act</li> <li>Sugar Act</li> <li>Boston Tea Party</li> <li>Intolerable Acts</li> <li>Boston Massacre</li> </ul> <p>H.6.5.14 Identify the contributions of significant people leading to the American Revolution:</p> <ul style="list-style-type: none"> <li>King George III</li> <li>George Washington</li> <li>Benjamin Franklin</li> <li>Thomas Jefferson</li> <li>Patrick Henry</li> <li>Thomas Paine</li> </ul> <p>H.6.5.15 Explain the political viewpoints of <i>Patriots</i> and <i>Loyalists</i> during the Revolutionary period</p>	<p>H.6.6.18 Examine the events and political decisions that led to U.S. involvement in World War II:</p> <ul style="list-style-type: none"> <li><i>Fascism</i></li> <li><i>Nazism</i></li> <li>Treaty of Versailles</li> <li>Great Depression</li> </ul> <p>H.6.6.19 Research the major events and political decisions made by the United States during the course of World War II:</p> <ul style="list-style-type: none"> <li>alliance with Great Britain and France</li> <li>Pearl Harbor</li> <li>atomic bomb</li> <li>relocation and <i>internment</i> of Japanese Americans</li> </ul> <p>H.6.6.20 Examine the events that led to the conclusion of World War II (e.g., Normandy, liberation of concentration camps, D-Day)</p>	<p>H.6.7.20 Examine the consequences of the Norman invasion on England:</p> <ul style="list-style-type: none"> <li>Battle of Hastings</li> <li>Domesday Book</li> <li>feudalism</li> </ul>	<p>H.6.8.26 Examine the following battles as turning points of World War II:</p> <ul style="list-style-type: none"> <li>Battle of Britain</li> <li>Battle of the Bulge</li> <li>D-Day</li> <li>Midway</li> <li>Pearl Harbor</li> <li>Stalingrad</li> </ul> <p>H.6.8.27 Identify the functions of post World War II international organizations (e.g., Southeast Asia Treaty Organization [SEATO], North Atlantic Treaty Organization [NATO], Warsaw Pact, United Nations)</p> <p>H.6.8.28 Discuss causes and effects of post-World War II conflicts (e.g., Southeast Asia, Middle East, Balkans, Sub-Saharan Africa)</p>

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	Grade 5	Grade 6	Grade 7	Grade 8
Conflict and Consensus	<p>H.6.5.16 Identify the importance of key battles of the Revolutionary War:</p> <ul style="list-style-type: none"> <li>Lexington and Concord</li> <li>Bunker Hill</li> <li>Saratoga</li> <li>Yorktown</li> </ul> <p>H.6.5.17 Explain the role of the following events in the development of the United States:</p> <ul style="list-style-type: none"> <li>Shay's Rebellion</li> <li>Constitutional Convention</li> <li>creation of political parties</li> </ul> <p>H.6.5.18 Describe the causes of the War of 1812 and analyze the effects it had on the United States</p>	<p>H.6.6.21 Explain the causes and effects of the Cold War in the United States:</p> <ul style="list-style-type: none"> <li>Chinese <i>Cultural</i> Revolution</li> <li>McCarthyism</li> <li>Cuban Missile Crisis</li> <li>arms race</li> </ul> <p>H.6.6.22 Examine the following components of the civil rights movement:</p> <ul style="list-style-type: none"> <li>Freedom Riders</li> <li>sit-ins</li> <li>organized marches</li> <li>boycotts</li> <li>school integration</li> <li>Ku Klux Klan (KKK)</li> </ul> <p>H.6.6.23 Explain segregation and desegregation as established by Supreme Court cases:</p> <ul style="list-style-type: none"> <li><u>Plessey v. Ferguson</u></li> <li><u>Brown v. Board of Education</u></li> </ul>		<p>H.6.8.29 Examine changes brought about by the following world leaders including, but not limited to:</p> <ul style="list-style-type: none"> <li>Mahatma Gandhi</li> <li>Martin Luther King, Jr.</li> <li>Nelson Mandela</li> <li>Anwar Sadat</li> <li>Margaret Thatcher</li> <li>Mao Zedong</li> </ul> <p>H.6.8.30 Examine causes and effects of terrorism (e.g., economics, safety and security, tourism, patriotism, <i>nationalism</i>, 9/11)</p>

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	Grade 5	Grade 6	Grade 7	Grade 8
Conflict and Consensus	<p>H.6.5.19 Identify and describe the events and ideas leading to the Civil War (e.g., Missouri Compromise, <u>Dred Scott v. Sanford</u>, Lincoln/Douglas debates)</p> <p>H.6.5.20 Discuss the reasons for the secession of southern states from the Union</p> <p>H.6.5.21 Identify and locate significant Civil War sites of the Union and Confederacy:</p> <ul style="list-style-type: none"> <li>• Washington, Arkansas</li> <li>• Pea Ridge</li> <li>• Prairie Grove</li> <li>• Bull Run/Manassas</li> <li>• Antietam/Sharpsburg</li> <li>• Gettysburg</li> </ul>	<p>H.6.6.24 Discuss the involvement of the United States in the Korean War</p> <p>H.6.6.25 Discuss the major causes and effects of the Vietnam War (e.g., spread of communism)</p> <p>H.6.6.26 Discuss the ongoing conflicts between the United States and Southeast Asia and the Middle East</p> <p>H.6.6.27 Examine acts of modern-day terrorism (e.g., Oklahoma City bombing, World Trade Center attacks)</p>		

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	Grade 5	Grade 6	Grade 7	Grade 8
Movement	<p>H.6.5.22 Explain the religious, political, and economic reasons for movement of people and <i>goods</i> from Europe to the Americas</p> <ul style="list-style-type: none"> <li>• <i>Columbian Exchange</i></li> <li>• <i>triangular trade</i></li> </ul> <p>H.6.5.23 Examine the impact of early exploration and settlement patterns of the Spanish, British, and French in North America (e.g., Roanoke, Jamestown, St. Augustine, Quebec, Santa Fe)</p> <p>H.6.5.24 Explain how westward expansion contributed to the growth of the United States (e.g., Wilderness Road, Louisiana Purchase, Gadsden Purchase)</p>	<p>H.6.6.28 Describe the developments linking the east and west (e.g., Homestead Act, railroads, Pony Express, telegraph, cattle trails, and wagon trains)</p> <p>H.6.6.29 Analyze the following components of immigration to the United States:</p> <ul style="list-style-type: none"> <li>• <i>push-pull factors</i></li> <li>• settlement patterns</li> </ul> <p>H.6.6.30 Explain the origins and accomplishments of labor unions</p> <p>H.6.6.31 Explain the migration of African Americans northward before and during the civil rights movement</p>	<p>H.6.7.21 Illustrate the development of early civilizations using a <i>historical map</i>:</p> <ul style="list-style-type: none"> <li>• Mesopotamia</li> <li>• Egypt</li> <li>• India</li> <li>• China</li> <li>• Kiev</li> <li>• Bantu</li> </ul> <p>H.6.7.22 Illustrate the expansion of Greece on a map of the ancient Mediterranean world</p> <p>H.6.7.23 Illustrate military expeditions of Alexander the Great</p> <p>H.6.7.24 Illustrate the expansion of the Islamic <i>Empire</i> across Asia, Africa, and Europe on a <i>historical map</i></p>	<p>H.6.8.31 Illustrate the routes of European explorers during the Age of Exploration including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Christopher Columbus</li> <li>• Ferdinand Magellan</li> <li>• Vasco da Gama</li> <li>• Vasco Nuñez de Balboa</li> <li>• Bartolomeu Dias</li> </ul> <p>H.6.8.32 Illustrate the expansion of European <i>imperialism</i>:</p> <ul style="list-style-type: none"> <li>• Africa</li> <li>• Asia</li> <li>• Australia</li> <li>• Latin America</li> </ul> <p>H.6.8.33 Illustrate the <i>triangular trade</i> routes that developed in the Atlantic Ocean</p>



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	Grade 5	Grade 6	Grade 7	Grade 8
Movement	<p>H.6.5.25 Trace the Lewis and Clark expedition and discuss its impact on the United States</p> <p>■</p> <p>H.6.5.26 Describe the causes and effects of the Indian Removal Act of 1830 (e.g., Trail of Tears)</p> <p>■</p>		<p>H.6.7.25 Compare the locations of African kingdoms on a <i>historical map</i> including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Ghana</li> <li>• Kush</li> <li>• Mali</li> <li>• Songhai</li> </ul> <p>H.6.7.26 Compare the locations of early American civilizations on a <i>historical map</i> including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Aztec</li> <li>• Inca</li> <li>• Maya</li> <li>• North American Indians</li> <li>• Olmec</li> </ul> <p>H.6.7.27 Examine the spread of ideas and <i>goods</i> through the network of trade routes (e.g., Indian Ocean, trans-Sahara, Silk Road)</p>	<p>H.6.8.34 Illustrate the expansion of communism (e.g., Asia, Cuba, Europe, Latin America)</p> <p>H.6.8.35 Compare and contrast <i>historical and cultural maps</i> of each continent (e.g., <i>political</i> boundaries, migration patterns, trade routes, colonization)</p>

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	Grade 5	Grade 6	Grade 7	Grade 8
Cultural Diversity and Uniformity	<p>H.6.5.27 Identify and explain major pre-Colombian civilizations in Central and South America (e.g., Maya, Inca, Aztec)</p> <p>H.6.5.28 Identify the major pre-Columbia settlements:</p> <ul style="list-style-type: none"> <li>• cliff dwellers</li> <li>• mound builders</li> <li>• peoples of the Southwest</li> <li>• peoples of the Pacific Northwest</li> <li>• peoples of the Great Plains</li> <li>• peoples of the Eastern Woodlands</li> </ul> <p>H.6.5.29 Locate and describe the three main American Indian <i>cultures</i> in Arkansas during the exploration period:</p> <ul style="list-style-type: none"> <li>• Quapaw Indians</li> <li>• Caddo Indians</li> <li>• Osage Indians</li> </ul>	<p>H.6.6.33 Identify the <i>cultural</i> changes of the 1920s (e.g., <i>Roaring Twenties</i>, <i>Jazz Age</i>, fashion, <i>Harlem Renaissance</i>, <i>talkies</i>, <i>flapper</i>, Prohibition)</p> <p>H.6.6.34 Explain the social changes caused by World War II:</p> <ul style="list-style-type: none"> <li>• women in the workforce</li> <li>• baby boom</li> <li>• G.I. Bill</li> </ul> <p>H.6.6.35 Identify significant individuals whose lives impacted the civil rights movement (e.g., Martin Luther King, Jr., Rosa Parks, Stokely Carmichael, Medgar Evers, Little Rock Nine, Thurgood Marshall)</p>	<p>H.6.7.28 Contrast characteristics of the Paleolithic and Neolithic Ages</p> <p>H.6.7.29 Examine the development of monotheism</p> <p>H.6.7.30 Compare and contrast life in Athens and Sparta (e.g., the role of citizens, social classes, Olympic games)</p> <p>H.6.7.31 Examine the historical development and the basic tenets of world belief systems:</p> <ul style="list-style-type: none"> <li>• Buddhism</li> <li>• Christianity</li> <li>• Confucianism</li> <li>• Hinduism</li> <li>• Islam</li> <li>• Judaism</li> </ul>	<p>H.6.8.36 Describe the development of the <i>Renaissance</i></p> <p>H.6.8.37 Examine contributions of <i>Renaissance</i> writers and artists including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Machiavelli</li> <li>• Michelangelo</li> <li>• Shakespeare</li> <li>• da Vinci</li> </ul>

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	Grade 5	Grade 6	Grade 7	Grade 8
Cultural Diversity and Uniformity	<p>H.6.5.30 Evaluate contributions of women during the Revolutionary period (e.g., Abigail Adams, Molly Pitcher, Martha Washington, Phyllis Wheatley)</p> <p>H.6.5.31 Investigate the roles of African Americans, American Indians, and women during the Civil War</p> <p>H.6.5.32 Identify the role of the following Arkansans in the Civil War:</p> <ul style="list-style-type: none"> <li>• Isaac Murphy</li> <li>• David O. Dodd</li> <li>• Albert Pike</li> <li>• Earl Van Dorn</li> <li>• Thomas Hindman</li> <li>• James Blunt</li> <li>• Harris Flanagan</li> </ul>			

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	Grade 5	Grade 6	Grade 7	Grade 8
Regionalism and Nationalism	<p>H.6.5.33 Identify Arkansas Post as the first European settlement in Arkansas and explain its geographic significance</p> <p>■</p> <p>H.6.5.34 Locate and describe the differences between the three <i>regions</i> into which the English settled:</p> <ul style="list-style-type: none"> <li>• New England</li> <li>• Mid-Atlantic</li> <li>• South</li> </ul> <p>■</p>		<p>H.6.7.32 Examine the development of the Frankish kingdom under Clovis and Charlemagne</p> <p>H.6.7.33 Describe the development of Russia (e.g., Kiev, Eastern Orthodox Church, Czars)</p>	<p>H.6.8.38 Examine causes and consequences of genocide and <i>ethnic</i> cleansing (e.g., Armenia, Holocaust, Kosovo, Rwanda)</p> <p>H.6.8.39 Describe the effects of <i>imperialism</i> and related nationalistic movements (e.g., Africa, Asia, Europe, Latin America)</p> <p>H.6.8.40 Investigate Asian-American relations prior to World War II (e.g., Open Door Policy, Boxer Rebellion, Gentlemen's Agreement, Manchuria, rearmament)</p>

Strand: Economics  
Standard 7: Choices

Students shall analyze the costs and benefits of making economic choices.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Costs and Benefits	<p>E.7.5.1 Identify the basic economic wants and needs of all people</p> <p>E.7.5.2 Recognize that choices have both present and future consequences</p> <p>E.7.5.3 Identify the causes of <i>scarcity</i> and why <i>scarcity</i> of resources makes it necessary to make choices</p> <p>E.7.5.4 Discuss the meaning of <i>opportunity costs</i></p>	<p>E.7.6.1 Examine how the economic wants and needs of all people may or may not be fulfilled</p> <p>E.7.6.2 Demonstrate an understanding that choices have both present and future consequences</p> <p>E.7.6.3 Examine the causes of <i>scarcity</i> and the choices made due to <i>scarcity</i></p> <p>E.7.6.4 Explain that all decision making involves <i>opportunity costs</i></p>	<p>E.7.7.1 Discuss economic wants and needs of people over time</p> <p>E.7.7.2 Investigate choices made by early civilizations that had long-range economic consequences</p> <p>E.7.7.3 Discuss ways <i>scarcity</i> has influenced economic wants and needs resulting in the need to make choices</p> <p>E.7.7.4 Discuss <i>opportunity costs</i> associated with decision-making</p>	<p>E.7.8.1 Analyze changing wants and needs of people over time</p> <p>E.7.8.2 Analyze the impact of present choices on future consequences</p> <p>E.7.8.3 Analyze periods of time when <i>scarcity</i> affected economic wants and needs of people in <i>regions</i> or countries</p> <p>E.7.8.4 Analyze <i>scarcity of productive resources</i> and the need for people to make choices and incur <i>opportunity costs</i></p>

Strand: Economics

Standard 7: Choices

Students shall analyze the costs and benefits of making economic choices.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Costs and Benefits	<p>E.7.5.5 Identify why federal, state, and local governments have to make choices because of <i>limited resources</i></p> <p>E.7.5.6 Examine the economic decisions that every society must make:</p> <ul style="list-style-type: none"> <li>• what is to be produced and in what quantities</li> <li>• how will it be produced</li> <li>• who will receive what is produced</li> </ul> <p>E.7.5.7 Identify examples of <i>traditional, market, and command economies</i></p> <p>E.7.5.8 Discuss the meaning of trade-offs</p> <p>E.7.5.9 Identify the characteristics of a <i>free enterprise</i> system</p>	<p>E.7.6.5 Explain why federal, state, and local governments have to make choices because of <i>limited resources</i></p> <p>E.7.6.6 Discuss the <i>decision making model</i> to evaluate historical events</p> <p>E.7.6.7 Examine examples of <i>traditional, market, and command economies</i></p> <p>E.7.6.8 Determine why trade-offs allow people to get the most from scarce resources</p> <p>E.7.6.9 Discuss the characteristics of a <i>free enterprise</i> system</p>	<p>E.7.7.5 Determine influences of <i>limited resources</i> on <i>economies</i> due to choices made by leaders</p> <p>E.7.7.6 Explain how trade-offs have allowed civilizations to get the most out of scarce resources</p>	<p>E.7.8.5 Evaluate <i>limited resources</i> of nations and choices governments must make</p> <p>E.7.8.6 Compare trade-offs among world economic systems</p> <p>E.7.8.7 Analyze <i>traditional, market, and command economies</i></p>

Strand: Economics

Standard 8: Resources

Students shall evaluate the use and allocation of *human, natural, and capital resources*

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Factors of Production	<p>E.8.5.1 Research the role that <i>entrepreneurs</i> have played in the development of the <i>economy</i> of Arkansas</p> <p>E.8.5.2 Discuss the impact additional <i>capital goods</i> (e.g., tools and machines) have on <i>productivity</i></p> <p>E.8.5.3 Identify the four basic categories of earned income that are received from the four <i>factors of production</i>:</p> <ul style="list-style-type: none"> <li>• <i>wages</i> and salaries</li> <li>• rent</li> <li>• interest</li> <li>• profit</li> </ul> <p>E.8.5.4 Examine the need for <i>natural resources</i> in determining settlement patterns</p>	<p>E.8.6.1 Analyze the impact of entrepreneurship in the development of the <i>economy</i> of the United States</p> <p>E.8.6.2 Explain the result of increased <i>productivity</i> on an improved standard of living (e.g., assembly line, interchangeable parts, computers)</p> <p>E.8.6.3 Explain how owners of the <i>factors of production</i> receive payments for the use of these factors:</p> <ul style="list-style-type: none"> <li>• <i>wages</i> and salaries</li> <li>• rent</li> <li>• interest</li> <li>• profit</li> </ul> <p>E.8.6.4 Evaluate the influences the discovery of <i>natural resources</i> has on the movement of people (e.g., gold, silver, oil)</p>	<p>E.8.7.1 Describe ways advancement of technologies in division of labor and <i>specialization</i> helped the development of civilization and <i>economies</i> (e.g., metallurgy across the Copper, Bronze, and Iron Ages)</p> <p>E.8.7.2 Discuss effects of improving the quality or quantity of <i>human capital</i> and the increase of <i>productivity</i> (e.g., library at Alexandria, Chinese civil service system, guild systems, importation of labor)</p> <p>E.8.7.3 Discuss changing <i>factors of production</i> over time:</p> <ul style="list-style-type: none"> <li>• <i>human resources</i></li> <li>• <i>capital resources</i></li> <li>• <i>natural resources</i></li> <li>• entrepreneurship</li> </ul> <p>E.8.7.4 Analyze ways distribution of <i>natural resources</i> determined settlement patterns</p>	<p>E.8.8.1 Discuss changes in <i>productivity</i> that have impacted global living standards and economic strategies (e.g., new technologies, new organizational methods)</p> <p>E.8.8.2 Analyze methods for improving the quality and quantity of <i>human capital</i> and increased <i>productivity</i> (e.g., technology, <i>industrialization</i>, competition, <i>wages</i>)</p> <p>E.8.8.3 Examine consequences of changing <i>factors of production</i>:</p> <ul style="list-style-type: none"> <li>• <i>human resources</i></li> <li>• <i>capital resources</i></li> <li>• <i>natural resources</i></li> <li>• entrepreneurship</li> </ul>

Strand: Economics

Standard 9: Markets

Students shall analyze the exchange of *goods* and *services* and the roles of governments, businesses, and individuals in the *market* place.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
Financial Markets	<p>E.9.5.1 Describe the characteristics of money:</p> <ul style="list-style-type: none"> <li>• <i>portability</i></li> <li>• <i>divisibility</i></li> <li>• <i>durability</i></li> <li>• <i>uniformity</i></li> </ul> <p>E.9.5.2 Examine the reasons for using a financial institution for saving money:</p> <ul style="list-style-type: none"> <li>• interest (rate of return)</li> <li>• safety</li> </ul> <p>E.9.5.3 Identify methods people use to save and spend money</p>	<p>E.9.6.1 Examine the characteristics of money:</p> <ul style="list-style-type: none"> <li>• <i>portability</i></li> <li>• <i>divisibility</i></li> <li>• <i>durability</i></li> <li>• <i>uniformity</i></li> </ul> <p>E.9.6.2 Compare the various types of financial institutions that provide savings accounts:</p> <ul style="list-style-type: none"> <li>• interest (rate of return)</li> <li>• safety</li> </ul> <p>E.9.6.3 Determine the advantages and disadvantages of saving or spending money</p>	<p>E.9.7.1 Examine the characteristics of different types of currency in early civilizations (e.g., shells, bars of iron, gold, metal coins, pelts)</p> <p>E.9.7.2 Discuss advantages of using early banking institutions</p> <p>E.9.7.3 Discuss the necessity of accounting systems to document transactions</p>	<p>E.9.8.1 Investigate functions of early banking systems (e.g., depository, usury, just price)</p>



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THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
Financial Markets	<p>E.9.5.4 Discuss the purpose of selling stocks to capitalized companies (e.g., joint-stock company)</p> <p>E.9.5.5 Identify the meaning of economic <i>inflation</i></p> <p>E.9.5.6 Identify <i>Gross Domestic Product (GDP)</i></p> <p>E.9.5.7 Identify the role of the <i>Federal Reserve</i> in the <i>economy</i></p>	<p>E.9.6.4 Identify the purpose and function of the stock market</p> <p>E.9.6.5 Discuss the effects of economic <i>inflation</i> on the economic system of the United States</p> <p>E.9.6.6 Discuss how the <i>Gross Domestic Product (GDP)</i> measures the <i>productivity</i> of a nation</p> <p>E.9.6.7 Explain the role of the <i>Federal Reserve</i> in the <i>economy</i></p>		<p>E.9.8.2 Analyze the role of the stock market in the <i>economies</i> of the United States and other countries (e.g., Financial Times Stock Exchange[FTSE], Tokyo Stock Exchange [TSE], New York Stock Exchange [NYSE], National Association of Securities Dealers Automated Quotations [NASDAQ])</p> <p>E.9.8.3 Investigate the impact of <i>inflation</i> on the growth and prosperity of a nation</p> <p>E.9.8.4 Investigate the use of <i>Gross Domestic Product (GDP)</i> to measure a nation's economic success and standard of living</p>

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THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
Global Markets	<p>E.9.5.8 Identify the costs/benefits associated with the development of global trade</p> <p>E.9.5.9 Identify various types of currency in the global <i>economy</i></p>	<p>E.9.6.8 Examine the costs/benefits associated with the development of global trade</p> <p>E.9.6.9 Discuss various types of currency and their effects on the global <i>economy</i></p>	<p>E.9.7.4 Discuss advantages and disadvantages of trade among early to medieval civilizations</p> <p>E.9.7.5 Examine effects of standardization of currency on trade (e.g., Egypt, Greece, Persia, Rome, China)</p> <p>E.9.7.6 Describe roles ancient and medieval cities played in the crossroads of trade (e.g., Corinth, Byzantium, Mecca, Babylon, Ur, Baghdad, Alexandria)</p>	<p>E.9.8.5 Evaluate advantages and disadvantages of global trade</p> <p>E.9.8.6 Analyze exchange rates in a global <i>economy</i></p> <p>E.9.8.7 Examine changes in currencies over time and the resulting effect on global trade</p>

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Standard 9: Markets

Students shall analyze the exchange of *goods* and *services* and the roles of governments, businesses, and individuals in the *market* place.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
Goods and Services	<p>E.9.5.10 Identify how changes in <i>supply and demand</i> affect prices</p> <p>E.9.5.11 Identify methods used to reduce or eliminate competition (e.g., trademarks, patents, copyrights, natural monopolies, government licenses)</p> <p>E.9.5.12 Identify the various marketing techniques:</p> <ul style="list-style-type: none"> <li>• advertising</li> <li>• mail order catalog</li> <li>• increasing <i>demand</i> for <i>goods and services</i></li> </ul>	<p>E.9.6.10 Examine changes in <i>supply and demand</i> and the resulting effect on prices</p> <p>E.9.6.11 Discuss methods used to reduce or eliminate competition (e.g., trademarks, patents, copyrights, natural monopolies, government licenses)</p> <p>E.9.6.12 Discuss the various marketing techniques:</p> <ul style="list-style-type: none"> <li>• advertising</li> <li>• mail order catalog</li> <li>• increasing <i>demand</i> for <i>goods and services</i></li> </ul>	<p>E.9.7.7 Compare effects of <i>supply and demand</i> on prices in early <i>markets</i></p> <p>E.9.7.8 Examine the effects of early world marketing practices (e.g., bazaars, <i>market</i> places, medieval fairs)</p>	<p>E.9.8.8 Evaluate the interaction of <i>supply and demand</i></p> <p>E.9.8.9 Describe the four types of <i>market</i> structures:</p> <ul style="list-style-type: none"> <li>• monopolies</li> <li>• monopolistic competition</li> <li>• oligopolies</li> <li>• pure competition</li> </ul> <p>E.9.8.10 Compare and contrast global effects of marketing techniques:</p> <ul style="list-style-type: none"> <li>• advertising</li> <li>• e-commerce</li> </ul>

# **Appendix**

# Glossary for K-8 Social Studies

Abolitionists	Reformers who fought for the end of slavery
Absolute location	The position of a point on Earth's surface that can usually be described by <i>latitude</i> and <i>longitude</i> . Another example of <i>absolute location</i> would be the use of a nine-digit zip code and street address
Absolute ruler	Monarch who holds supreme power and authority
Artifact	An object made by groups of humans, such as tools and clothes; any object made by human work or skill
Assimilation	Process of adopting another <i>culture</i> while keeping aspects of one's own <i>culture</i>
Astrolabe	Instrument that measures <i>latitude</i> using celestial bodies
Barter	The direct exchange of <i>goods</i> or <i>services</i> between people
Capital resources	<i>Goods</i> used in the production of other <i>goods</i>
Caravels	Portuguese cargo ships of the late 15 <sup>th</sup> century which had a stern rudder making it capable of ocean and river navigation
Cardinal directions	The four main directions: north, east, south, and west
Climate	Long-term patterns and trends in weather elements and atmospheric conditions
Codified	Organized and arranged in a systematic order
Columbian Exchange	The transfer, beginning with Columbus' first voyage, of plants, animals, and diseases between the Western <i>Hemisphere</i> and Eastern <i>Hemisphere</i>
Command economy	A system in which the basic economic questions are generally answered by the government
Compass rose	A symbol on a map indicating direction (e.g., north, southwest)
Consumer	One who buys or rents <i>goods</i> or <i>services</i> and uses them
Counter Reformation	Also referred to as Catholic Reformation; an attempt to reform Catholic Church policies and refute Protestant challenges
Cultural diffusion (exchange)	Spread of ideas, customs, and technologies from one group of people to another
Culture	Learned behavior of people (e.g., belief systems and languages, social relations, institutions, organizations) and their material <i>goods</i> (e.g., food, clothing, buildings, and technology)
Decision making model	A five-step process for making economic choices: (1) state the problem, (2) list the alternatives, (3) state the criteria, (4) evaluate the criteria, (5) make a decision
Demand	The number of <i>consumers</i> who desire the <i>goods</i> that are in supply
Divine right of kings	Political theory that a ruler derives his or her power directly from God and is only accountable to God
Divisibility	The capacity to be separated into parts
Durability	The ability of a product to be reused
Economy	System by which <i>goods</i> and <i>services</i> are produced and distributed
Emancipation Proclamation	Executive order issued by President Abraham Lincoln on January 1, 1863, that freed enslaved African-Americans in the Confederate states
Empire	Group of states or territories controlled by one ruler

Entrepreneur	A person who organizes, operates, and assumes the risk for a business hoping to make a profit
Equator	An imaginary line running east and west that circles the earth halfway between the North and South Poles; 0° <i>latitude</i>
Ethnic	Characteristics of a specific group or <i>culture</i>
Factors of production	<i>Natural resources, human resources, capital resources</i> , and entrepreneurship required to produce any food or service
Fascism	A political philosophy, movement, or government that places national identity and interests over individual freedom; the opposite of liberal <i>democracy</i>
Federal Reserve	The central banking system of the United States
Flapper	Women of the 1920s who challenged social traditions with their dress and behavior
Free enterprise	Economic system in which business is permitted to compete without government control
Globalization	Development of an integrated global <i>economy</i> marked by free trade, free flow of capital, and the tapping of cheaper foreign labor <i>markets</i>
Goods	Items one buys or sells that can be made or grown (e.g., food, clothing, cars)
Gross Domestic Product (GDP)	<i>Market</i> value of <i>goods</i> and <i>services</i> produced within a country during a given time
Harlem Renaissance	Period of African-American artistic accomplishments that began in the 1920s in the Harlem neighborhood of New York City
Hemispheres	Half of the globe; divided into Northern, Southern, Eastern, and Western
Historical map	A map that shows how a <i>place</i> looked in an earlier time
Human capital	Knowledge and skills that enable workers to be productive
Human resource	A person's intellectual and physical abilities
Imperialism	Quest for colonial <i>empires</i>
Indigenous	That which originates, produces, grows, lives, or occurs naturally in a particular <i>region</i> or environment
Industrialization	An industrial revolution that resulted in social and economic change
Inflation	Rise in the average price level of all <i>goods</i> and <i>services</i> produced in an <i>economy</i> .
Infrastructure	Basic facilities, <i>services</i> , and installations needed for the functioning of a community or society (e.g., transportation and communication systems, water and power lines, public institutions)
Inset map	A small map set within a larger map to show detail or additional information
Interdependence	Reliance on people in other places for information, resources, <i>goods</i> , and <i>services</i>
Intermediate (ordinal) directions	Directions between <i>cardinal directions</i> (northwest, southwest, southeast, northeast)
Internment	Being held against one's will without being charged with a crime
Interstate	Commerce between states
Intrastate	Commerce within states

Jazz Age	Description of the 1920s based on musical styles originating with African-American musicians in New Orleans and gaining national appeal
Latitude	Imaginary lines around the globe that run east and west; also called parallels
Legend/Key	An explanation of what the symbols on a map stand for; explains the meaning of map symbols
Limited resources	Lacking in <i>goods</i> and <i>services</i>
Longitude	Imaginary lines around the globe the run between the North and South Poles; also called meridians
Loyalists	American colonists who supported the British government during the American Revolution
Mandate of Heaven	In Asia, the authority granted by Heaven to deserving rulers
Manifest Destiny	The 19 <sup>th</sup> century belief that the United States would inevitably expand westward to the Pacific Ocean and into Mexican territory
Map scale	The relationship or ration between a linear measurement on a map and the corresponding distance on Earth's surface.
Market	A place or process through which <i>goods</i> and <i>services</i> are exchanged; any setting in which exchange occurs between buyers and sellers
Market economy	Economic system that permits an open exchange of goods and services between producers and consumers
Measure of value	The estimated value of <i>goods</i> and <i>services</i> produced in the <i>economy</i>
Medium of exchange	A generally accepted means of payment for <i>goods</i> and <i>services</i>
Mosaic	A mixture of people from different <i>cultures</i> and races who blend together by altering their native <i>culture</i> and language
Nationalism	National pride or loyalty
Natural resource	Anything found in nature that can be used to produce a product (e.g., land, water, coal)
Nazism	A political ideology of racist <i>nationalism</i> , national expansion, and state control of the <i>economy</i>
Opportunity cost	The highest valued alternative given up when a decision is made; the value of the next best alternative that must be given up when a choice is made
Patriots	Colonists who supported American independence from Britain
Peninsula	An extension of land almost completely surrounded by water but connected to a larger area of land
Physical map	A map that shows mountains, rivers, valleys, oceans, and other natural features
Place	Physical and human characteristics that distinguish one geographic location from another
Plateau	A landform that has steep sides and a flat top
Political map	A map designed primarily to show countries, states, cities, towns, and man-made boundaries
Portability	The general characteristic of being readily transportable from one location to another
Primary source	Original documents, manuscripts, or records
Prime Meridian	An imaginary line running north and south that divides Earth into the Eastern and Western <i>Hemispheres</i> ; 0° <i>longitude</i>
Producer	One who makes <i>goods</i> or <i>services</i>
Productive resource	<i>Natural resources</i> , <i>human resources</i> , capitol resources, and entrepreneurship used to make <i>goods</i> and <i>services</i>

Productivity	Amount of output per unit of input over a period of time
Protestant Reformation	A 16 <sup>th</sup> century movement which began in Germany that resulted in a break within the Catholic Church and led to the creation of the new Protestant churches
Push-pull factors	Conditions that motivate individuals to migrate to or from a location
Region	An area with one or more common characteristics or features that give it a measure of <i>uniformity</i> and make it different from surrounding areas
Relative location	The site of a <i>place</i> or <i>region</i> in relation to other <i>places</i> or <i>regions</i> (e.g., northwest, downstream)
Renaissance	An era of creativity and learning which began in Italy in the 14 <sup>th</sup> century and resulted in a renewed interest in Greek and Roman civilizations
Roaring Twenties	Description of the 1920s based on a booming <i>economy</i> and a celebration of youth
Rural	An area with low population density (e.g., village, countryside)
Scarcity	An economic condition that exists when <i>demand</i> is greater than supply
Secondary source	<i>Artifact</i> or record that is not original work but builds on a <i>primary source</i>
Services	The performance of any duty or work for others
Simony	The buying or selling of a church office
Special purpose map	Also called a thematic map; used to show more specific information than a general map
Specialization	A person highly trained to do one specific job
Store of value	A method of storing and accumulating wealth
Suburban	A residential district located on the outskirts of a city
Suffrage	Right to vote
Supply and demand	The economic theory that shows the relationship between <i>supply and demand</i> ; when supply exceeds <i>demand</i> , prices fall, and when <i>demand</i> exceeds supply, prices rise
Talkies	Motion pictures with sound
Temperance	An organized movement to stop the drinking of alcoholic beverages
Timeline	A span of chronological time during in which something exists or happens
Trade off	Giving up one thing in order to have another
Traditional economy	Economic system based on <i>barter</i> of <i>goods</i> and <i>services</i>
Triangular trade	The trans-Atlantic system of trade in which <i>goods</i> and people, including slaves, were exchanged between Africa, Europe, the West Indies, and colonies in North America
Uniformity	A condition in which everything is consistent and unvarying
Urban	An area with high population density (e.g., town, city)
Voluntary exchange	Trading <i>goods</i> and <i>services</i> with other people because both parties expect to benefit
Wages	Payment earned for production of <i>goods</i> and <i>services</i>
Yellow journalism	Sensational news reporting, first used by Joseph Pulitzer and William Randolph Hearst, designed to influence public opinion



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